

Child Welfare Magazine

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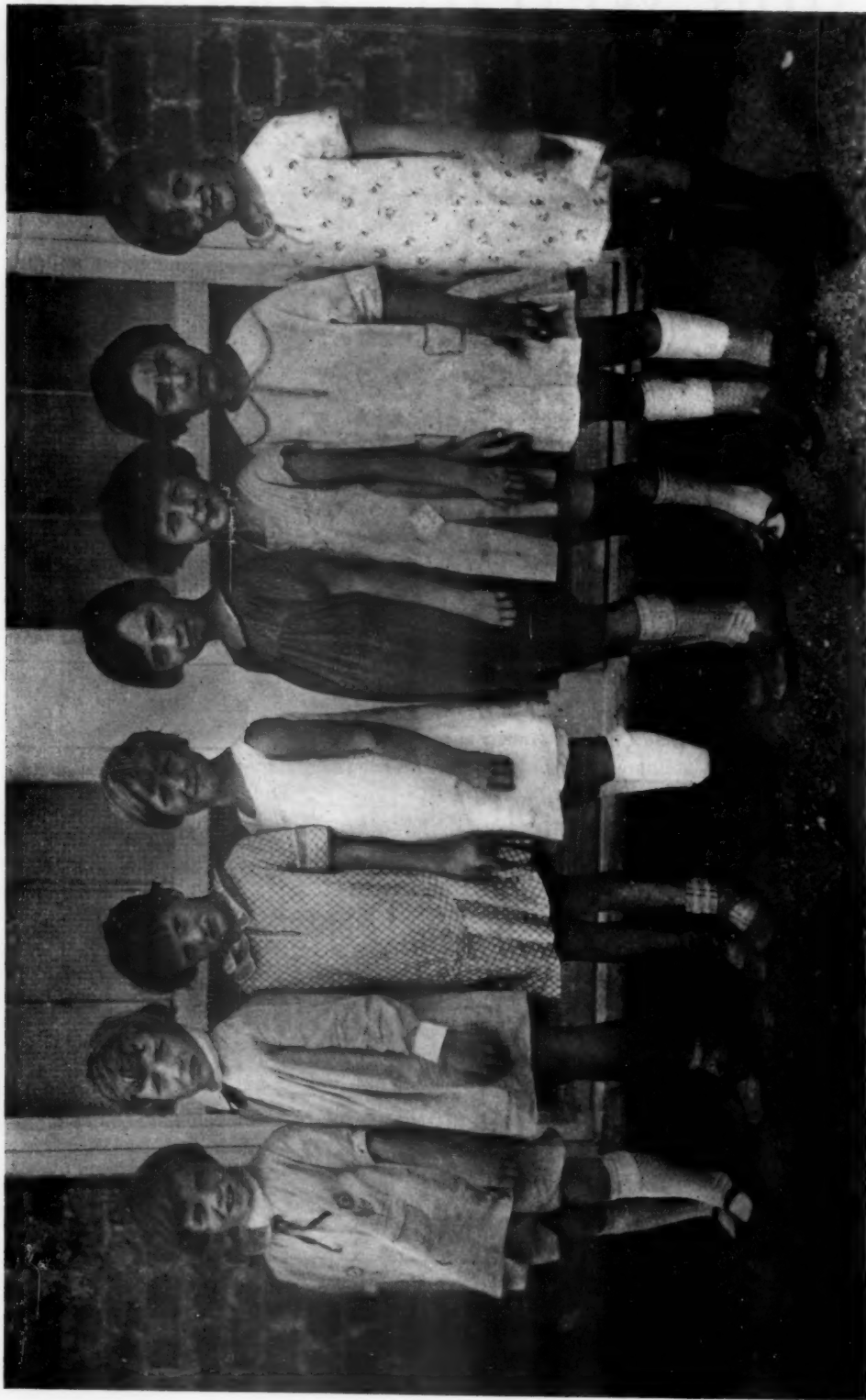
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100% at Sagamore Hill, Fort Worth, Texas. The summer Round-Up of the children.

The President's Message



MY FRIENDS:

As the "new face at the door" I greet you. In making me your standard bearer for the next two years you have accorded me a signal honor. You have placed upon me a sacred responsibility. You have expressed your confidence in me by giving me the high office of president of the National Congress of Parents and Teachers.

I am deeply grateful for this honor. I accept this responsibility and the opportunity for service which it offers with a deep sense of humility and with complete confidence in the united loyalty and help of each and every member of the National Congress.

During the past five years our organization has developed in an almost miraculous way, through the wise leadership of a most able and capable president.

Its educational significance has been interpreted to educators, and to the leaders in our social and religious life. Truly its place as a great educational and welfare agency has been firmly established.

It is the purpose of the incoming administration to hold fast to the high standards which have developed through the devoted work of previous administrations, and with your counsel and help, to move steadily forward toward the achievement of the great purposes for which we stand.

INA CADDELL MARRS.



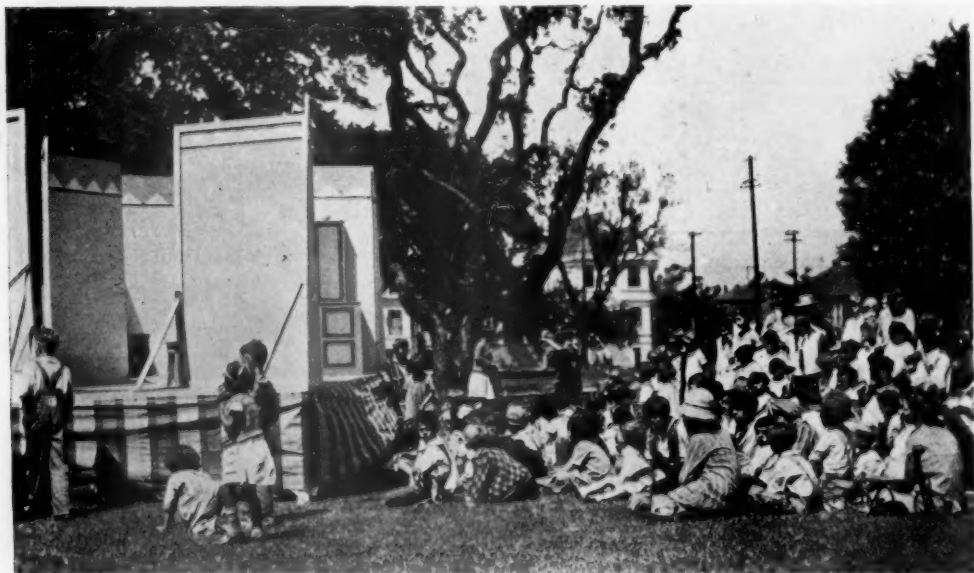
The Vagabond Theater Goes *to its* Audience

OAKLAND, California, has a Vagabond Theater that can be moved to any part of the park system or of the suburbs and used for outdoor performances. During the last season over nine hundred children participated in 64 plays. The capacity of the seating facilities alone determined in each case the number of spectators, usually about one thousand. These plays are under the supervision of the Department of Educational Dramatics, which keeps three trained workers in the field each day during the summer vacation period.

The first traveling theater has been built on a truck-trailer. Its folding platform, when extended to full length, makes a stage 12 feet wide and 18 feet long. It is so

constructed that the extension is easily handled and sets up in an almost automatic manner. The attractive stage settings and furniture are of a folding type and when a group of plays is finished, it is not long before each piece is in its correct place and the stage is on its way to the next playground where another crowd of expectant children awaits its coming.

The stage setting consists of five two-fold screens. Stages of many shapes and types are set up to suit the action. Trees, vine-covered fences or trellises, fireplaces, windows, benches, tables, stools and chairs are some of the properties used. The Vagabond Theater is doing its full share to popularize plays, pantomimes and story plays in the outdoor life of Oakland.



Smother Love

By
CHARITY MASON MAGEE

GRANT JUNIOR had whined around the whole time since a friend and I had stopped in to call on his mother. First this was wrong, then that. He bolted into our conversation, broke it off, roved through the living room, dining room, and kitchen, knocking against furniture, slamming doors and calling to his mother who always very solicitously stopped any discussion to see what he wanted. When eventually he demanded money for the afternoon show, received it, and rattled out the front door, our hostess followed him to the porch and called after him, warning him to be careful of cars, to avoid strange dogs, and to keep his coat on lest he should take cold, all of which we knew he would or would not do, just as he pleased. She looked longingly after him and when she returned to us with eyes soft and glowing, she said:

"I simply cannot deny him anything that it is in my power to give," adding proudly, "I have never punished him. My whole life is lived for him and I want him always to need me. You who have not known mother love cannot understand what it means," and she looked pityingly at the one of us who had been so unfortunate. I being that one said, "No, of course not," and was thankful that she could not see what I was thinking.

All of these often-to-be-experienced actions and remarks, I am sure, were sincere and were prompted by a beautiful instinct. I would not rob motherhood of any of its glory or divinity, nor would I in any manner bemean the greatest of natural gifts,



but even nature with all of its sublimity sometimes leads us into snares and we need to watch her warily lest she trip us. Coupled with wisdom and judgment she is a wonderful guide.

IN the span of my life I have lived in twenty-four different homes, for both short and long periods of time, and in all of them, with no exception, there have been various relationships with children. My work has usually brought me contacts with them, and added to that I have seven married brothers and sisters, all of whom have children, which children are in turn begetting other children. Yet, being a member of a prolific family and in almost constant association with human beings in their different stages has in no way lessened my appreciation and love of them—from the very one whose reddish, shapeless face and bleary eyes look out on a strange new world to the one who, grey and wrinkled, passes to a stranger, newer world.

I, although "not having known mother love cannot know what it means" do believe that having been given abundant opportunity to observe and study it, and not having been created deaf, blind, and wholly dumb, I can understand symptoms of the true thing when I see and come in contact with it. Experience has taught me earmarks of various species of mother love, among which might be enumerated most commonly, the selfish kind, the domineering

kind, the spineless kind, the lazy kind, the emotional kind, the all-the-world-should-honor-me-and-my-child-kind, and all through a long list with which we are all acquainted. It is only after seeing the results of the different types that I would offer any discussion on the subject.



Grant Junior is no particular exception; he merely provides a convenient example. The world is full of his kind, strewing it with chaotic elements of unfairness, discontent, egoism, independability, lack of purpose, and selfishness, perhaps the greatest of the vices because it carries so much in its wake. They are shocked, hurt, or vicious when all things do not conform themselves to their wishes. If age, experience, or business do teach them the necessity of adapting themselves, the adjustment is painful and much is lost while it is being brought about. Unhappy marriages and tragic homes are infested with them.

I hope that I may be pardoned for using a few specific instances with which I have come in contact, where mother love could deny its offspring nothing, or where it was smothered with over-attention.

As a young girl I boarded for a few months in a home where the mother, often praised for her devotion to her family, said that no one should ever correct or punish a child of hers. To my knowledge no one ever did, but twelve years later her son was brought home from college where for some time he had been thieving to pay his personal debts. He was a lovable boy, of fair intelligence, good family, and delightful personality. Much of all that he had was in favor of a splendid future, and his family doted on him, but I have seen the mother many times forbid the father to correct the boy for a thing that was positively wrong and weakening to his character. Yet, when the crisis came it was the father who had to face the anguish of bringing him home and paying his debts.

ANOTHER case is the one of the adoring mother who feared everything for her son, and fearing everything she instilled into him the same fear. She slept with him until he was a large boy, and every day she took him to school, even through his high school years, for fear he would be hurt or fall into bad company. He was helpless without her. A time came when he should go away to college, a rather frail, pampered, emotional young man. The mother pondered long and finally selected a small school where she thought the influences would be good and he would be protected. Then she began to teach school that she might be able to go with him another year. In the first month of his being a freshman he merely heard something about hazing, and "for fear" that he might have to endure it he one night took a dose of poison.

AND there is the boy whose parents could not deny him a gun when he was too small to have it and even their physician advised against it, and who shot his best friend while he "was just playing with him." Another, guided through life by a woman who could not see him want anything, has recently caused a bank failure which nearly ruined a town and all of its people, and against which he had been warned. One woman whom I know was so in love with her son that she made frequent trips to his college town and expected him to give up all dates and all of his own associations and devote his time entirely to her during her visits. All of which he complied with admirably, for he took her to his fraternity, to dances, treated her like a sweetheart, and made manifestations of his affection which pleased her, all in the face of nicknames and yowls from the other fellows. He kept it up dutifully for more than three years, and I have heard her say that she just could not live without those trips and being with her dear. But one week end when she happened along her

dear had a date, a very important one for an annual event, and moreover it was with the lovely girl to whom he was engaged. He wanted to keep it, but mother put on a scene. The girl saw part of it and heard of the rest, and of course the engagement was broken. The boy went out and got gloriously drunk, breaking one of the college rules, and was expelled within six weeks of graduation and an excellent position in South America.

He was bright, handsome, and popular, but he has never finished his course, never gone to South America, never married, or never gotten rid of his mother's overbearing mother love.

"We are just going to love and spoil her," said the mother of a little girl who came to her a bit late in life. "It is such fun, and she is a darling plaything." But she grew up, as young things will, and the mother died in the asylum. Twenty years ago when a mother was told that there was a young daughter for her, she said, "At last, a girl to raise and do with just as I want to." The other day a young man was speaking of the same girl.

"I like Florence a lot. All of us fellows do and we would like to date with her often. She is good looking, smart, a lot of fun in a crowd, but we just can't stand the gaff of the mother. She hovers over her like a chicken and the girl can't have even a thought of her own. She is awfully bored and wants to get a job and be human, but the mother won't let her and she is going either to do something desperate or stagnate. Personally, I favor desperate action."

We are all more or less familiar with cases where girls have married the over-mothered type of son, and where sooner or later, mostly as soon as possible, the wife has had to share, or wholly take over the responsibility of keeping the family. And if the wife does not happen to be the kind who is able to do it—well, there they are.



ALL the cases cited, it is true, are extreme, but all, I assure you, are typical of the thing under discussion, and all are cases I have known intimately. Of course, many will say, "You who have not known mother love cannot know what it means," which is justifiable to a degree, but which reminds me a little of the story everyone has heard about the dear old

lady who was watching her son parade through the streets with the other soldiers on their way to France. Smiling proudly through her tears she said, "They are all out of step but Jim." A beautiful sentiment to be sure, but suppose poor Jim should stay out of step all of his life, and suppose all mothers were too blind to see their son's out-of-stepness!

Although some of us do not understand mother love in its most intimate aspects, yet we have one advantage, and that is to stand on the side lines and without being swayed by emotion or sentimentality, review the great multitudes just as so many human beings and see in them possibilities or lack of possibilities for successful living—after all the greatest end of life, and the one which the world is beginning to respect the most. It might be well if the mothers of Grant Juniors could consider them in that light, if they could measure them and see what chances they have to endure, to eke out an existence, to struggle, and to be happy in living with all the other millions of the earth with whom they must surely come in contact. Even the birds teach their young to fly and having taught them well they let them go to build their own nest as the parents before them had done.

If children have not learned control, fairness, consideration, or self-reliance, they have few and poor chances, for these are the things that this age demands more than any age before it has ever demanded. Progress brings its own requirements, and

I am sure that we cannot deny that they are with us now.

Much is and can be said about the vices of the age, but it has its redeeming features and one of the greatest is the fact that young people must stand on their own feet, and unless they have been trained to do so well, they will be lost in the swirl. In the vastly great majority of the people there is sure evidence of a desire to follow the principles of the period which are basically right, and which are finer than they have ever been, all shown in business, education, amusements, or any place where masses are considered. This shows us that institutions are doing all they can, which is much, toward helping us to live well, but even institutions and masses cannot do a great deal for the Grant Juniors, for as individuals they do not fit. First it is the individual who makes up the masses, and only through having him trained and fitted with the plain practical principles of living can

he get in with the current of life and be of any lasting use or happiness to himself or others.

This brings us back to his first needs; to his first consciousness—his mother love, perhaps the most beautiful reality of the world. But if it is an insipid sentimentality and misplaced emotionalism which adores its child so much that it cannot guide him in living, in so far as it is able, if it is not far-sighted enough to see that some day he will grow into a man and leave his childish ways, that he must take his place, beside countless others, or be left out of it, if it does not help him develop the best in him and overcome the worst, it is not rightly or honestly mother love. If it shields him in its own back yard, if it allows him to make chaos of the small world in which he lives, thereby rendering him unfit to enter the large world he must, simply because it cannot deny him anything, even the things that are not good for him, it is not mother love, it is smother love.

A Daily Miracle

June's sunshine on the broad porch shines
Through tangled curtains of crossing vines;
The restless dancing of the leaves
Dusky webs of shadow weaves,
That wander on the oaken floor,
Or cross the threshold of the door.
Scatter'd where their mazes run
Lie little phantoms of the sun:
Whatever chink the sunbeam found,
Crooked or narrow, on the ground,
The shadowy image still is round.
So the image of God in the heart of a man,
Which truth makes, rifting as it can
Through the narrow, crooked ways
Of our restless deeds and days,
Still is His image—bright or dim—
And scorning it is scorning Him.

—Edward Rowland Sill.

With acknowledgment to Houghton, Mifflin and "The Atlantic Readers."

Playing Gypsy!

BY CONSTANCE CAMERON
AND
MAUD CRISWELL

GYPSIES! Do you recall the thrill of magic and mystery that word stirred within your small heart when you were a child? In fact, there is probably a wistful twinge yet, when we see these unconventional children of the white, dusty road, singing their way through life, and packing their belongings to fare forth to new fields when the old ones pall. Very seldom do we reckon with the fact that our immaculate white bathrooms, electric lights and hot water may offset their gay irresponsibilities, and children see not the sordid, dirty factor of their lives at all. Gypsies! Going somewhere, living out under the sky and trees, with no bothering admonitions of "Eat your spinach," or "Have you brushed your teeth since luncheon?" Primitive life with all its lure is embodied in the word GYPSY. Very well; youngsters can play gypsies to their hearts' content, and still be home in time for a healthful supper, a warm bath and the tooth scrubbing.

A group of children in one neighborhood, played gypsy at intervals all of one summer, thereby inadvertently keeping themselves off the streets and in the backyards under an occasional, watchful glance from the hovering mothers.

The mothers unearthed a pair of old, discarded blankets for each child, or the children of one family. The clothes poles in each yard, with a line stretched between, served as the support for each tent. The blankets were thrown over the lines and held fast with large stones or bricks, and lo! the gypsy home was ready for occu-



pancy. (It is well, in following out this line of play, to supply each tent with a discarded square of linoleum or small rug, as the children, of course, get inside the tents and sit down or lie down to play sleep, and the rugs prevent any chill from the ground.)

The doll families were installed, fed, put to bed, and introduced into camp life along with their small parents. Sometimes several gypsy families occupied the same backyard, at other times, keeping to their own domain and visiting back and forth.

The small girls wound old pieces of bright cloth about their heads and dressed up in some of mother's old clothes, augmented by wide sashes of gay ribbon. The boys also wore the bright headgear.

Many a happy noon luncheon was devoured by our gypsies, solemnly circled before their tents. One family group approached mother in the kitchen, with the proposition that she fix sandwiches for them, to which she replied that gypsies never begged, but always sang or danced for their food, and that they should return

to their camp and arrange a musical performance to be given when the father arrived at noon. They were delighted, and rehearsed solemnly for half an hour, during which time mother made peanut-butter sandwiches, found some big red apples, and fixed a pail of warm broth along with sanitary cups from which to drink it. When the father appeared on the back porch, the gypsies sauntered forth, sang songs they had learned at school, Junior played violently on his mouth organ and the performance closed with a joining of hands and a circle dance in graceful style. The entertainment was generously applauded and the luncheon delivered to the gypsy band, who gaily and ravenously returned to the shade of the big tree and had a heavenly time with their repast. Incidentally, the mother and father had a delightfully quiet and leisurely luncheon indoors, and every one was exceedingly happy.

It was not long until the migratory urge became manifest, and the gypsies were in the process of moving. Some of the children had carts, into which they piled their bedding, rugs, and dolls, and moved on to the next yard, often members of other gypsy families taking up the spot they had vacated. One ingenious lad who lacked a cart, promptly made one from a soap-box, with wheels which were originally the tops of lard cans. Leaving an adequate space between the cart and wheel (that is, not driving the big nails way into the box-body), gave the wheels play to turn. He also made the holes through which the nails entered the lard-pail tops a little larger than the nails themselves, so they would be free to revolve. The cart proceeded in a somewhat wobbly manner, but it got there, and transported the owner's earthly goods, so he was satisfied.

With generations of associating the thought of home and a home-fire, back of each, it was, of course, inevitable that sooner or later the question of having a gypsy camp-fire should arise. The mother to whom it was suggested, conferred with a few of the mothers of the joyous gypsies, and they agreed that once a week, one of them (for whom it was most convenient)

would preside at a bonfire where potatoes could be roasted and eaten. The children solemnly promised to have these "Fire Festivals" only when one of the parents was present, and their promise was faithfully kept.

The first mother to preside suggested that it be considered a special occasion among the tribes, all members being invited to come armed with a potato. Then the visiting mother was seated and adorned with a flower wreath, many mystic passes being made over her head as signs of welcome, she being either a visiting Queen or Princess. After the solemn rites were concluded, she engineered the bonfire and potato roast, religiously teaching the tribe at the conclusion, the necessity of putting out fires and cleaning up all rubbish which had accumulated. The lads who were Boy Scouts were eager to impart their knowledge on the subject and the mother appointed one boy each week to be Chief of the tribes the following week, at which time he was to deliver to his people a talk on fire, its uses and the care which should be taken in dealing with it. This was usually done with great pride and very seriously.

The fire phase of gypsy life may take an hour or two of the mother's time once a week, but by allotting one day in which the children may be sure of it, the grave danger of experimenting on their own initiative when away from parental supervision, is entirely eliminated.

During the summer, other forms of play were, of course, indulged in, but the children invariably fell back on playing gypsy when they tired of all else.

One small girl who had returned from a tour in the family car, instituted the game of touring, which superseded gypsy life for a few weeks. Reviewing that word "superseded" it occurs to me that perhaps, "modernized" would have been better, for after all touring is only the modern, adult form of gypsy play, isn't it? We never quite outgrow it.

All the carts of the neighborhood were mobilized as automobiles, the blankets packed snugly in, and off went the tourists down the sidewalks, using the backyards as

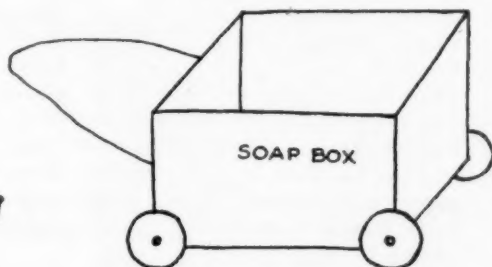
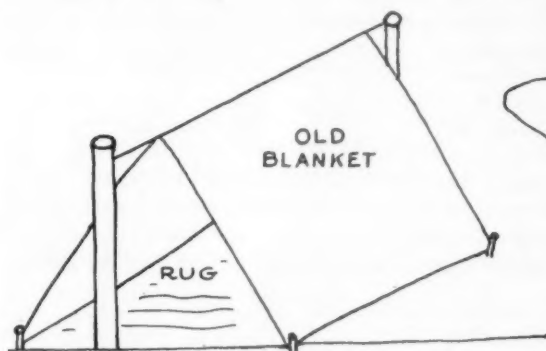
camping parks for the night. Much tire trouble was experienced and one small boy set up a garage, going out with his velocipede to haul in unfortunate motorists who were overturned or in need of help. Another enterprising young American set up a lemonade stand by the roadside and did a landoffice business with the tiny tourists.

The possibilities are endless when the neighborhood starts the great American game of hurrying from one place to another, and you will find that every phase of travel is paraphrased in their play.

The little travelers made tents over the clothes-lines as when playing gypsy, and some of them attached one side of the tent to the side of their cart as they had observed in magazine advertisements for automobile camp equipment. They slept, garnered in luncheons, and forthwith

packed up their belongings and moved along to the next yard.

The uninitiated parent may hesitate to suggest these modes of play, on account of the general "upset" to spic and span backyards, but when it is realized that this healthful, normal, out-of-door play eliminates any danger of street playing with its possibilities of accidents from motors, and that it can be easily watched and superintended from a back upstairs window or the kitchen, it will be quite evident that the small amount of discipline necessary to hold children to the rule of cleaning up any muss before leaving the yards for the night, is but a tiny inconvenience compared to the peace of mind for the mother, and the happiness and healthful activity for the children, which emanate from this form of self-expression and play.



Brown Earth

We thank Thee, O Lord, for the things that are out of doors;
for the fresh air and the open sky and the growing grass
and the tiny flowers and the setting sun and the wooded hill
and the brown earth beneath our feet. They are all good,
and they all speak the truth; and we rest ourselves and get
new strength to go back to the world of restless men. Keep us
ever like Thy good world — rugged and wholesome and true.

From "High and Far."

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

*A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.*

J—Juvenile. Juvenile pictures are recommended for children under fourteen years.

SR—Short reels are for the general audience.

W—Westerns, recommended for the family.

R-Rating

**—Especially recommended.*

A—Good.

B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producers	Reel
A	Across the Pacific	FJ	Monte Blue	Warner Bros.	6
A	Across to Singapore	A	Ramon Navarro-Joan Crawford	Metro-Gold.-Mayer	7
A	Almost Human	FJ	Vera Reynolds-Dog Story	Pathé	6
B	Arizona Cyclone	W	Fred Humes	Universal	5
A	Chain Lightning	W	Buck Jones	Fox Film	6
A	Circus Rookies	F	Karl Dane-Geo. K. Arthur	Metro-Gold.-Mayer	6
A	The Count of Ten	A	Charles Ray	Universal	7
B	The Desert Bride	A	Betty Compson-Allan Forrest	Columbia	6
B	Glorious Betsy	F	Conrad Nagle-Dolores Costello	Warner Bros.	7
A	Lady Be Good	F	Dorothy Mackail-Jack Mulhall	First National	7
A	Let'er Go Gallagher	FJ	Junior Coghlan	Pathé	6
A	Little Mickey Grogan	FJ	Frankie Darro-Jobyna Ralston	Film Booking Office	6
A	The Little Shepherd of Kingdom Come	F	Barthelmess-Mollie O'Day	First National	7
B	The Lone Eagle	FJ	Raymond Keane	Universal	6
A	Love Hungry	F	Lois Moran-Lawrence Gray	Fox	6
B	The Matinee Idol	F	Johnny Walker-Bessie Love	Columbia	6
A	Mother Machree	F	Belle Bennett	Fox Film	7
A	A Night of Mystery	A	Adolphe Menjou-Evelyn Brent	Para. Fam. Lasky	6
B	She's a Sheik	F	Bebe Daniels	Para. Fam. Lasky	6
A	Stop That Man	FJ	Barbara Kent	Universal	6
A	Street Angel	A	Janet Gaynor-Charles Farrel	Fox	10
B	That Certain Thing	FJ	Viola Dana	Columbia	6
A	Upland Rider	W	Ken Maynard-Marian Douglas	First National	6

For Flag Day

A	America Junior	FJ	For Young America	Soc. for Visual Edu.	2
A	Betsy Ross	FJ		H. Ross Enterprises	5
A	Glorifying Old Glory	FJ	History of the Flag	H. O. Davis	2
A	The Making of an American	FJ		Carter Cinema Prod.	1
A	The Story of the Star-Spangled Banner	FJ		Pathé	1

NOTE: Herman Ross Enterprises, Inc., 729 7th Ave., New York City; H. O. Davis, 106 S. Hudson St., Oklahoma City, Okla.; Carter Cinema Prod. Corp., 551 5th Ave., New York City.



A Successful Summer Sunday School

BY CHARLOTTE GREENE BLANEY

ONE of Maine's choicest summer playgrounds is Drake's Island, a section of the town of Wells separated from it by two narrow tidal rivers. One might search far and long for such a spot with its stretch of fine, clean sand extending for over a mile along the ocean's edge. Someone has called it a veritable paradise for children.

Along this perfect sweep of sand may be seen some fifteen cottages, while back from the waterfront on the three streets that lead from it, may be found a scattering of twenty-five more.

Drake's Island simply swarms with children and they may be seen building castles or caves or airplanes in the sand or at other times they may be found in the shady pine grove which has been set aside for them and equipped as a playground.

Here on week days they swing and teeter and shoot the slides to their heart's content but on pleasant Sundays it is here they hold their Sunday School.

In some respects it is a very unique Sunday School. Children from as many as a dozen states make up the group which has numbered as many as sixty-five on more

than one occasion. The work is ably and efficiently carried on by the two splendid leaders, leaning toward any one faith is entirely absent and a very real Christian spirit and loyalty is apparent to even a casual visitor.

The children call themselves the Drake's Island Sunday School and are organized much as a club, with officers chosen from among the older children. There are also various committees and it is considered an honor unsurpassed to serve on one of them.

The Civics Committee is perhaps the most important as its members are responsible for the cleanliness of the Island, making a special effort to keep papers picked up.

The older boys call themselves the Work Committee and it is their business to carry the chairs, hymn books, two flags, (U. S. and Church School) and last of all a small but very necessary organ, to the Playground each Sunday and back again.

The children in the Beginners class constitute the Bell Ringing Committee and if you happen to be sitting on your piazza on a Sunday afternoon at two-thirty, you will hear in the distance the faint tinkle of a bell which comes nearer and nearer until

you see a small boy or girl with a very proud smile, ringing a dinner bell with might and main. This is the call to worship and all roads leading to the playground on pleasant Sundays may be seen full of eager children, some with their Bibles and the littlest ones with cushions to sit upon.

The Social Committee plans the annual field day when the children race in friendly competition against each other, divided into two sides, purple and gold, these names from the school colors. Other events take place at stated intervals; as candy sales, musicals and the yearly vaudeville.

The least important committee is the membership committee, as practically all the children are members, so there are none to enlist.

The children themselves have chosen their own motto, which is "Let your light



A good example of a church Parent-Teacher Association.

shine" and their own hymn "Let the lower lights be burning."

Each Sunday one of the littlest ones holds the basket and collects the pennies, and every summer twenty-five dollars is sent by the treasurer to the Boston Floating Hospital, enough to buy the milk for one day.

A short business meeting is always held after the opening sing and it is at this time the different committees give reports and coming events are talked over.

After this meeting the children divide into five groups with a teacher in charge of each and the regular lesson hour is then held.

It is an inspiration to see these earnest, happy children with their splendid teachers carrying on so well the work of God's Kingdom under the tall trees which were God's first temples.

NEXT MONTH — CONVENTION NUMBER!

The Book Page

BY WINNIFRED KING RUGG



FOR children in the lower grades a set of little textbooks called *The Story Series in Health* (Boston: Ginn & Co.), presents material for the inculcation of right health habits. Book one for primary children is entitled *The Sunshine School* (72 cents) and is the work of J. Mace Andress, Lecturer on Health Education in Boston University, and Mabel C. Bragg, Assistant Superintendent of Schools in Newton, Mass. It is based on health

work done in the Newton Schools. By means of lively stories of what John and Mary say and do at home, at play and in school children are influenced to become interested in being healthy both in body and in mind. Questions and exercises at the end of each story help the teacher or the mother to establish the right health principle and encourage the child to transmit into actual living the health idea that he has acquired. Other volumes in the series are *A Journey to Health Land* by J. M. and A. T. Andress and *The Boys and Girls of Wake-up Town* by J. M. Andress.

For the upper grammar and junior high school classes Dr. Andress in collaboration with W. A. Evans, Professor of Public Health in Northwestern University, has prepared *Health and Good Citizenship* (Ginn & Co. 96 cents). The first half of this book contains instruction in physiology and hygiene; the second half has to do with the health of the home, the school and the community. It emphasizes Ex-President Taft's dictum that the first duty of a good citizen is to be healthy. The keynote of the book is service. With this in view the authors have included stories about men and women who have devoted their lives to health service. The careers of Pasteur, Gorgas, Reed and many others appeal to the hero-worshipping instinct of boys and girls and the simplicity and directness of the language will appeal also to their reasonableness and good sense. Many of the lessons are correlated with the pupil's work in English, drawing, science, civics, and manual training.

* * *

The life and times of Dolly Madison have been presented in a form suitable for young readers as well as adult in *Dolly Madison, the Nation's Hostess*, by Elizabeth Lippincott Dean (Boston: Lothrop, Lee & Shepard Co. \$3). As wife of the Secretary of State during the two terms of the widowed Jefferson and as the actual "first lady of the land" during her husband's two presidential terms, Mrs. Madison presided at the White House for a longer period than any other woman. She was an unparalleled hostess, always the center of a crowd, always lively, tactful and unfailing in her memory for faces and names. Her life covers the years from 1768 to 1849. She lived through two wars, saw the new Republic grow into a powerful nation, witnessed frequent social and political changes and the revolutionizing effects of many scientific inventions. In writing her biography Mrs. Dean has been as much concerned with painting the background as with presenting Mrs. Madison. This is not biography after the new style. The writer has great respect for historical per-

sonages; she is patient in collecting data, and is willing to include material that is sometimes but remotely germane to her central figure, provided it casts no aspersion and fills out the picture of the times.

* * *

With vacation coming boys and girls may want some good stories to fill in the chinks. *Camp Conqueror* is by Ethel Hume Bennett, author of *Judy of York Hill* (Boston: Houghton Mifflin Co. \$1.75). Judy herself is in it but the real heroine is Jill, a new comer at the camp up on the edge of a great Canadian forest. The book will be especially interesting to Camp Fire Girls, with its talk of the Big Chief, the High Council, the fire-tenders, honor feathers, and other details familiar to that organization. It is well-written, up-to-date, and better than the average book for girls.

* * *

Another Canadian story for out-door girls is *The Bronze Turkey* by Elizabeth Willis (New York: Thos. Y. Crowell Co. \$2). It is the story of a "poor little rich girl" who is made to fend for herself in the give-and-take of a big Canadian farm. The action is rapid, the events somewhat outside the experience of most American girls, and the young members of the Canadian homestead are well drawn.

* * *

W. M. Fleming in *The Hunted Piccaninnies* (New York: E. P. Dutton and Co. \$2.50) has some unusual material, not always well arranged. His story is about five boys in Australia. Two white boys, aged 12 and 14, are lost in the woods and in danger of death by starvation when they meet the three hunted piccaninnies who have been forced to flee from their tribe to escape death at the hands of the Medicine Man. Both black and white boys find something that they can learn from one another and by their combined resources they find safety after many exciting experiences in the bush. The story goes backwards and forwards in an amateurish fashion but the unhackneyed material greatly atones for such unhandiness.

Problem Parents

BY GARRY CLEVELAND MYERS, PH.D.

*Head Division Parental Education, Cleveland College,
Western Reserve University, Ohio*

II

Parents Who Are Discourteous to Their Children

MOST parents are very discourteous to their children. If to their friends they were as discourteous as they are to their children they soon would have no friends.

Perhaps there are no parents who are not at some times discourteous to their children. We all are human and we have the ordinary human frailties. We differ chiefly in the degree of sins against our children. We are eager that our children shall grow to be courteous, to be considerate of others and to win the approval of our adult associates. Our greatest wish, no doubt, is that our adult friends shall approve our children's manners. Such approval of our children means approval of their parents. So also do we dread the disapproval of the manners of our children. Really we would not be so much concerned about this matter were it not that we fear our friends. We do not want them to think that our manners are bad, that we do not know what good manners are, or that we are not skillful teachers of good manners.

Some parents lie awake at night devising ways and means of torturing children so they will cease to interrupt their parents, contradict them or talk back to them. These same parents on the following day may do all the things for which they had planned punishment of their children.

Let that parent who has never interrupted her children take wings and rise heavenward. She does not belong to this world. With her let those parents fly also who have never contradicted their children and never talked back to them.

The child of three is sitting by the fire-side with his parents. He begins to tell

about the adventures of his imaginary companion. On and on he goes in great enthusiasm. His parents seem to be listening. His mother's eyes are riveted upon his eyes. When the child has almost reached the climax of his story the mother says, perhaps, "Come here, dear, and let me see your eye. I never noticed that little spot on your eye-lid before. Daddy, it must be a mole." Father is concerned also and they begin to talk about the mole. If they had ever heard what the boy said it is forgotten. How the child is disappointed! He had felt that this one time his parents really were listening to his story and were enjoying it with him. Now he knows that the most important thing to him in all the world is of less importance than a spot upon his eye.

Poor child! he can do nothing about it. They are his parents; they are so big and strong and wonderful and they know so much. He is weak and small and unimportant, and he knows so little.

The interruption may have been directed elsewhere and dad, instead of mother, may have sinned. "Did the coal come?" he may have asked, right in the midst of the child's story. This sort of interruption probably is not quite so irritating as the other kind yet, in terms of common courtesy, it is very, very rude.

Tillie is a girl of nine. She is sitting with the family at the dinner table. She proceeds to tell about her day's experience: "It was a wonderful game. The Blues yelled and the Reds yelled. Our side was the Blues. We yelled the loudest. The Reds were rushing up the floor when Skinny Walton jumped into the air, got the

ball and—" In breaks mother: "Oh my, Tilly Girl, did you go to school with that dirty neck?" The girl's vision of the game all vanishes; her happy feelings sink to those of sadness. Her spirit wilts; her soul is crushed. Her mother has been discourteous to her, uncivil, boorish, cruelly unkind. Two minutes later this same child may be scolded or severely punished if she in her eagerness to learn something ventures to interrupt her mother by a question.

The adolescent boy may begin to tell about his day at school. He puts into the account great personality. His eyes, his face and trunk and hands all vie to make his speech effective. What he says would be most interesting to a sympathetic, understanding and considerate adult.

The lad may feel as if he is triumphant in his account and all is going well until dad interrupts: "We don't say 'threw'; we say 'threw.'"

These parental interruptions are not always directed to the child. In any of the foregoing instances one of the parents may have interrupted the child by asking the other parent some question of overpowering domestic interest, or by uttering an exclamation about some idea or memory which suddenly arose. "Did Kelly call?" "Oh, I forgot to telephone to Mr. Jiggs!" "Don't let me forget to tell Mrs. Casper that I can't go to the luncheon." There seems to be no end to the variety of interruptions of the child by adults in the average home.

So also do parents contradict their children. From the time the baby starts to talk his parents contradict him constantly. He cannot understand why he should not do likewise. But when he does his parents are likely to consider him discourteous, particularly in the presence of their adult friends.

There is more reason why the child should contradict us than that we should contradict the child. We are aware of the convention concerning contradiction. We know how adults feel about it. The child rarely feels the same. When he contradicts it is from force of habit, from imitation; he does it just because he finds it

comfortable to do so. He has, perhaps, a greater passion for precision in report than we adults have. He wants things reported as he thinks he saw and heard them. He may have perceived them less accurately. His memory of them may be less vivid or less correct. What he recalls may be warped more by his feelings and imagination than what we recall is affected by our fancies and our feelings. Nevertheless, the child is very eager to have things reported as he thinks they happened, or described as he thinks they are. Any parent who has read a story many times to her child of two or three must have observed how readily he corrects her if she displaces one word by another. She dares not deviate from the way it always had been read before. No one has a greater penchant for precision and for precedent than the little child. Even the child of nine or of fifteen is annoyed when he hears what seems to him incorrect description or report.

If, therefore, we say to our adult friends that Uncle Phillip called on Tuesday when the child knows it was Thursday, or if he hears us tell Mrs. Weedon that we had driven twenty miles before the tire burst when he observed that we had gone twenty-one and one-half miles, it is the most natural thing in the world that the child should correct us then and there. Instead of being angry at the child, no matter what his age, let us courteously thank him for his assistance. At a later time when we are calm and quiet let us request of him that the next time he is sure we have made an error, he call our attention to it very gently, if he thinks he must; and if he can possibly do so, let it go by and tell us about it later. Thereafter let us strive to become more accurate in our descriptions and reports. Then let us check upon ourselves and make sure that we henceforth treat the child exactly as we would like to have him treat us. We should not expect of the child that he have a corner on courteous conduct in our home. Let us try to have a share in it.

In the casual conversation in the presence of our children we may make statements of facts which they challenge. We

want them always to feel free to do so. We hope that they will have teachers who will make them comfortable to take issue with them too. We want our children even not to hesitate to disagree with our judgments and conclusions about all impersonal matters. But we shall want to teach them to express such disagreement courteously. 'Tis not so much what they say as the spirit in which they speak.

We parents owe it to our children to set good models before them. In matters which are not related to the child's discipline let mother and father feel no hesitation in expressing disagreement with each other concerning facts and judgments. But let this disagreement always be impersonal and without heat. For parents always calmly to state to each other points of view, judgments and opinions when they disagree, is no doubt the most wonderful example they can set before their children. Ability to maintain poise and always to be considerate and courteous with others when they disagree with us is, as Benjamin Franklin says in his Autobiography, one of the greatest human achievements.

"How can I teach my boy of twelve not to talk back to me?" is a kind of question often asked by parents. There is just one good answer to this question: "Quit talking back to him." Parents nearly always have the last word if it takes all day and all night.

"Go to the basement Allen and bring me six nice big potatoes," mother tells the lad of twelve.

"I don't see why I must go. Why don't you send Aleck?"

"I told *you to go*; besides Aleck has to do his homework."

"I have some homework to do, too. You are always picking on me. I never have any time to play."

"Think of me, your mother. How much time to play do I have? I work all day; I cook your meals, wash and iron your clothes, darn your stockings, make your beds, and sit up nights with you when you are sick."

"Why don't you send Alice? She never does anything. Going for potatoes is a girl's job, anyway."

"You don't know how much Alice helps your mother. She sets the table, helps me wash the dishes and she never talks back to me this way. If you were as good to your mother as your sister is, how proud I would be of you."

"Yes, but Aleck—"

"Don't bother about Aleck. I told *you* to go. I'll give Aleck something to do later. Hurry up and get me the potatoes. It is getting late; I must have them right away. Why do you provoke your mother so? I don't see what you can ever amount to when you grow up acting as you do. Aleck would not talk that way to me."

"Yes he would; I heard him just last night."

And so the dialogue goes on, growing warmer and warmer, each becoming more annoyed, each feeling angrier toward the other. Perhaps Allen gets the potatoes, scolding all the while, or even weeping in a rage. But the chances are twenty to one, that he does not get them, that instead, the mother in disgust and in despair goes to the basement for the potatoes herself. The next time that mother makes a command there is a similar scene with about the same unhappy ending.

What ought the mother to have done? Perhaps the command was not necessary in the first place. We rarely need to make commands. She might have had ready response if she quietly and courteously had asked Allen to go for the potatoes and had always been in the habit of expressing appreciation for such kindness by the boy. She knows her boy well enough to be pretty certain as to whether he would accede to a request or not. If she were sure he would not choose to go she would not ask him. Or if she had guessed he would, but had discovered that he did not, the case should have been closed. She made a request; she suggested that he make a choice. He made it. By doing so he did not disobey; so there was no need for blame or punishment; no occasion for remarks. In that event the mother without suggestion of annoyance should go herself for the potatoes. During the next several weeks she

should work upon ways and means to make Allen more ready in the future to comply with her requests. Or she may decide not to risk a request soon again. We want children to act toward a request as if they were adults; only we do not want them to develop the habit of non-compliance. We, therefore, shall not exercise them; we shall not make a request which we are pretty sure will be denied.

We also shall not make a command unless we are pretty sure it will be obeyed. Most certainly we shall never give a command unless to make disobedience this time so uncomfortable that disobedience in the future is not likely.

Be sure, dear fellow parent, before you make a command, that you really want to make it, that it is reasonable and necessary, and that the child is likely to obey it. Otherwise better not give it. Better spend considerable time and effort over a period of several weeks to prepare the child for obedience before subjecting him to situations where obedience otherwise would be doubtful. Once a command is made, don't repeat it: say nothing. If you are not sure the child heard it, calmly ask him

to repeat it. Then, if after a reasonable time it is not obeyed punish the child adequately for disobedience. Be sure not to attempt to punish him *until he obeys*; only punish him *because he does not obey*. If he still does not obey this time you have not lost; he has not won. You have fulfilled requirements. If you have done a good job he is likely to obey next time you command. There is another possibility; you may discover the command should not have been made. In that event you will repeal it, admitting your mistake. But don't teach the child disrespect for you and for law and order by letting a command become a dead letter.

Very few commands are necessary. In homes where children are treated courteously, requests will come by and by almost wholly to displace commands. In such homes parents will struggle with themselves to attain to the lofty level where they will not interrupt their children, will not contradict and will not talk back to them. Let us strive to be as courteous to our children as we would have them to be to us. What wonderful parents we then would be!

The Moral Influence of the Rural Teacher

BY CHARLES H. CHESLEY

IT was at a union meeting of school boards and school officials. The question of qualifications of teachers came up for discussion. A woman stood up in the back seat and asked the question: "How far should school boards go in inquiring into the moral characters of prospective teachers?" It was something that many school officials had never considered, in fact it was a sort of poser. Then a man stood up and tried to tell us that the teacher's private life was her own affair. He or she, as the case might be, had a right to go his or her own way, so long as the school work was done satisfactorily. Is this true? The

consensus of opinion at this meeting seemed to point otherwise.

As a school official of almost twenty years experience, the writer has had considerable opportunity to study the moral influence of the "school-marm." I use "school-marm," not as a term of derision, but to indicate that I have had more dealings with female than male teachers. It is a fact that a very large percentage of our rural school teachers are girls, most of them young, just out of normal or training school. The rural school serves as a training ground for the larger opportunity to come later, or, in more than ninety cases out of every

hundred, as a sort of respite between school and marriage. The teachers are at just the age when a "good time" seems to be the most important thing in the world.

WE will have to admit at the outset of our discussion that we cannot reasonably expect the teacher, just out of school, to act like a staid grandmother, neither would we wish her to. We want her to be alert and filled with the joy of living. There is nothing more wonderful in this world than a young man or woman, looking upon life through the eyes of youth, demanding and expecting much. However, we recognize the difference between the wholesome influence exerted by the honest fun-loving girl, and her opposite, the girl who puts the good time above all other considerations.

There is but one person who exerts a greater influence upon the community than the teacher. That is the religious leader. We may say that the minister has more influence, but even this is probably not true in the case of the young people, who are pupils in the local school. The girls, especially, look upon the teacher as an example to guide their actions. How many parents have had to deny the privilege of going to a certain place to their young daughters, only to have them come back with the reply that "teacher is going," or "teacher goes." How can we get by such a condition? It is a problem difficult to deal with. Shall we tell them that teacher ought not to go, or shall we admit that she can go to places where would be wrong for daughter to go? We try to avoid spoiling an ideal in the child's mind, and yet, and yet—what shall we do?

As good parents, doing our duty toward the school, we should endeavor to do nothing that will weaken the influence of the teacher in the mind of the child. Education is more than mere facts gleaned from books. It should be the fitting of the boy or girl for a rounded and happy life. What the teacher assists the pupil in gleaned from books is as nothing compared with the ideals and capacities for learning which should be imparted. Not the least of these are

ideas of morality and honest living. Children are materialists and analysts. They think over the things we tell them. We may silence their questionings but we cannot stop their thoughts, so the actions of the teacher are thought over, perhaps they are discussed among the girls or boys, and what we may tell them counts but little, if our advice is not compatible with the actions of that teacher.

IT should be evident, therefore, that the school official when he hires a teacher, should exercise the best kind of judgment in selecting him or her. It is within his power to do a great deal of harm if he makes a wrong selection, while he may procure a teacher whose influence upon the community will go on and on down the years.

In our discussion of the part the moral qualifications of the teacher should play, it was the unanimous opinion that school officials and superintendents should exercise the most discriminating care in selecting teachers or in recommending them to other districts. Absolute honesty should be the watchword in such matters. A school official may be tempted to recommend a teacher, as all right, to a brother official, holding the idea in mind that to do otherwise would do harm to her career.

The rural community is the most ruthless place in the world for the laying bare of cold facts. There is no heart of compassion. While a majority of the parents may know that some action on the teacher's part was perfectly harmless, some gossiping busybody looks upon it otherwise. Here the school official or the honest parent is hard put to decide the proper course of action. In the final analysis, however, there is but one thing to be considered. That is the good of the school.

Finally, as parents, we can do much to protect the moral character of the rural teacher. It is our privilege and duty to avoid putting temptations in the way of the young teacher and we are bound to protect her from ruthless gossip. The teacher, herself, should learn that self-respect is her greatest asset. She can retain that self-respect only while her actions deserve it.

Shall College Doors Be Closed?

BY JOY ELMER MORGAN

Editor of The Journal of the National Education Association



BILL is disconsolate. He sits gazing through the car window at the familiar landscape as the train nears his home town. Only a few months ago he left that home town—left it with the blessings of father and mother and the good wishes of friends for the first great adventure of his young manhood; left it dreaming of new worlds to conquer, of new friends and new achievements; dreaming of the good times he had heard other men discuss; dreaming vaguely of mysterious power he associated with a college career.

Now, five months later, Bill is still dreaming. The facts seem too unreal to face. He gets some comfort in the knowledge that scores of others have been sent home too. Freshman mortality is getting high. Failure is not what it once was. There is company for his misery, but it will be difficult to face father and mother. They worked mighty hard to keep him in high school and much of what he did in high school served only to open university doors to him and now those doors are closed. He has seen the promised land, has even entered its gates, has had glimpses of its treasures, at times has stirred a little down deep in his soul, has almost awakened. Can it be that his long-hoped-for college days are over? Perhaps the local paper will not announce his return. At least he may be spared that humiliation. Sometimes he wishes he were traveling toward a strange city where he could lose himself. Occasionally a terrible idea grips him and is put away with an almost audible, "No, I mustn't think of that."

In the home town, are father and mother

waiting wistfully for the train and Bill. They are used to hardships and sorrow, but here is a new kind of grief—a grief not easily shared with neighbors. But the neighbors know, and some of them with children in high school find themselves filled with doubts and fears for their own.

This doesn't sound like education, does it? It doesn't measure up to the true definition of education as guided growth. It doesn't quite fit our boasted ideal of a fair start in life for all. Great teachers have always been awakeners, stirrers-up of human souls, finders of talents. But here are youths—thousands of them—turned back with talents neither found nor trained in an age that relentlessly calls for training. How many thousands or tens of thousands are there? Perhaps we should know, were there a Department of Education to study these vital problems of national life as we study agriculture and commerce.

College exclusion and mortality is an insistent problem. It will grow more acute. Four million young people are in American high schools today. Most of them probably (again we need facts) are pursuing courses that prepare primarily for college. Double facilities during the next ten years and colleges would still be crowded, were they to follow the curve of increasing high school enrollment.

That college workers are earnestly aware of the problem is well known. Five hundred colleges have appointed committees to co-operate with the National Education Association in the study of professional problems. They are taking up this question of freshman mortality and college exclusion.

Other agencies are also at work. Many points of view and many interests are involved.

The taxpayer's view. An occasional taxpayer, especially among the large ones, may be striking blindly for lower rates. But the masses of taxpayers know—when they think about the matter at all—that this nation with its prodigious wealth on one hand and its unemployment on the other can afford a longer period of schooling for its youth. Without the conservation of youth, no other conservation is worthwhile. All wealth is ultimately measured by the human values and great fortunes are meaningless except as they minister to human needs. Is there a citizen anywhere who would save a few dollars in taxes if it meant narrowed opportunity for *his* child?

The administrator's view. Many college executives are faced by a demand for buildings, equipment, and instruction so huge and pressing that it is not easy for them to be intimate with individual student needs. Our values grow largely out of the things we work at and there need not be surprise if some executives think more of buildings than of youth. The wonder is that so many have held as closely as they have to the needs of youth amid the clamor of taxpayers, the whims of trustees and legislators, and the pressure of overloaded instructors. College salaries are so low that search for competent instructors is baffling. We began first to train teachers for the elementary schools. We were tardy about training high school teachers and are tardier still to train college teachers. We have been too often satisfied with teachers of subjects rather than teachers of youth, not knowing that subjects cannot be taught except as youth is awakened. Chancellor E. Benjamin Andrews once said at the end of a dreary faculty meeting where there had been much complaint of the shortcomings of freshmen, "We should think more of what our students are to be when they go out from this university and less of their failings when they come in." Hats off to presidents who hold that view!

The parents' view. Parents of college students who are sent home during the

freshman year for low grades in certain subjects claim that more than half of them are dropped on the judgment of immature instructors, many of whom are less trained for their task than high school teachers. Is it not criminal to close the doors of opportunity to young people on the strength of such inexpert judgment? Would there not be fewer failures and more effort to adapt the college to the needs of youth were parents kept in closer touch with the situation? A teacher may know only books or elementary pupils, or high school pupils, or college students—but parents know life more fully. Sometimes they are more able to make allowances and to take the long view. Any teacher looking back over his beginning years can see mistakes—errors that no school should have made. We know now that we should not have made those mistakes had we kept the schools close to the parents of the young life involved. Whatever we do with these pressing high school and college problems, let us keep the schools close to the parents. That will help us to hold the doors of opportunity open for those who most need opportunity—the less gifted. Gifted young people will get their education in spite of weaknesses in curriculum or instruction.

The democratic view. America is mainly democratic in its ideals. Its very settlement was a protest against efforts to crush human aspiration. It is familiar with the point of view of those who would deny the tools of learning to the masses. It has heard citizens cry out against the extension of the common school to the children of all the people. It has heard a later generation of false prophets cry out against widened high school opportunity. But gradually opportunities *have* been widened and our young people have risen to meet the new challenge. How many of us would be where we are today were it not for these widened opportunities? A democratic view insists that even the stupid and wayward grow, that their growth can be guided to the advantage of themselves and society, and that it is reasonable to expect schools to change their curriculums and to perfect their teaching as new problems arise.

Recreation

EDITED BY J. W. FAUST

National Chairman, Committee on Recreation

WE ARE happy to announce that parts of the booklet, "Home Play," written by W. C. Batchelor, Superintendent of Recreation in Pittsburgh, Pa., will be published serially in this department. Mr. Batchelor prepared the booklet when he was Superintendent of Recreation in Fort Worth, Texas, for the use of families of the city. So valuable was this material considered by the Playground and Recreation Association of America that it is now issued as one of the Association's publications.

Backyard playground equipment, games and handcrafts for the home are described. There is also comment helpful to parents on the value of different forms of recreation in meeting the child's play needs.

The first installment of "Home Play," which tells how to make play apparatus for the backyard, should be especially timely, now that yards are being renovated for summer. Delegates who attended the Cleveland convention will remember seeing this entire outfit in miniature in the exhibit of the Playground and Recreation Association of America.

Home Play

I

Backyard Playground Equipment

Sand Box

THE sand pile is without doubt the most popular play facility of childhood. Even up to the age of 10 years and older both boys and girls enjoy the unparalleled opportunity for play of the imagination in the construction in sand of caves, houses, lakes, rivers, highways, railroads, farms, villages and the like.

Not only does the attraction of the sand box keep the child in its own yard, but at the same time engages it in a highly educational activity. Creative genius, resourcefulness in the use of whatever scraps of material are at hand, pride in careful workmanship, keenness of observation in order to produce accurate duplication, are merely a few of the faculties developed.

The cost of a sand box is so slight that no child need be denied this precious opportunity. The accompanying sketch indi-

cates a practical method of construction. This size, 4 x 6, is ample for two or even more children.

Material: 2 pieces 2"x12" x 8', 2 pieces 2"x12" x 4', 2 pieces 2"x10"x4', 1 lb. No. 16 common nails. Approximate cost \$3.10. One load clean sand, approximate cost \$3.00.

Shelf provides a seat as well as a "counter" on which to turn out molds and from which to "sell" cakes, pies, etc. A dozen blocks the size of bricks (8 inches long) cut from a 2"x4" are a valuable addition, being useful for walls and roofs of buildings, fences, bridges, etc. Small garden tools, or a large spoon are also useful. Dampen the sand occasionally and keep bottles or other articles of glass out of sand.

In choosing the location for the sand box advantage should be taken of any natural shade. If this is not available, a



canvas canopy can be built over the box at a small additional expense. An old army "pup" tent will be found to be just the right size for a shelter of this kind.

Swing

Next to the sand box, a swing will be found to be the most popular diversion for either boy or girl.

We never quite outgrow the pleasurable sensation resulting from our bodies traveling through the air. It may be by means of a swing, a broad jump, a pole vault, a dive, riding in an automobile or an aeroplane, or just one of the mechanical devices of the amusement park or carnival. Once fear is overcome the pleasure is universal.

The first consideration, therefore, in the construction of a swing is safety. It should be built by a good workman. Iron pipe is preferable for the framework, but with care a safe and substantial swing frame may be built of wood at a considerable saving. Ten feet is a good height. The seat should be 20 inches from the ground.

The accompanying sketch indicates a safe method of construction.

Material for frame: 2 pieces 4"x4"x13' (up-

rights), 4 pieces 2"x4"x8' (braces), 1 piece 4"x4"x6' (cross bar), 1 lb. No. 20 casing nails, approximate cost \$3.50. Joints should be mortised, bound with band iron, or braced with 2"x4" cleats. If 4"x6" uprights are used, set in concrete, braces are unnecessary.

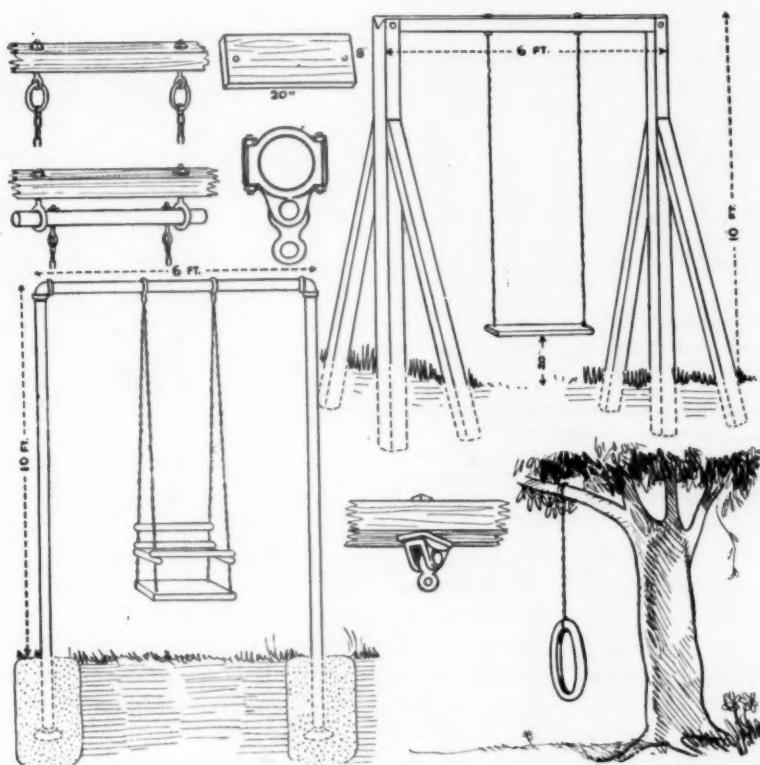
If iron frame is desired, following specifications are recommended: 2 pieces 3" pipe 13', 1 piece 3" pipe 6', 2 3" elbows, 2 3" flanges. Approximate cost \$18.67.

For galvanized pipe and malleable fittings add about 25 per cent. If set 3 feet in concrete, no braces are necessary.

Chain is superior to rope for the swing. Hangers should be of roller or ball bearing type to avoid wear. Hangers or swings complete with hangers may be purchased from playground equipment dealers. For children up to 5 or 6 years, a baby swing of the chair type is preferable.

Material for the swing: 18 feet of bulldog chain, 1 piece 2"x8"x24". Approximate cost \$1.05; 2 ball bearing hangers: for wood frame \$4.28, for pipe frame \$5.70. Steel swing, ready made, with ball bearing hangers: for wood frame \$9.00, for pipe frame \$9.50. Chair swing, ready made, with ball bearing hangers: for wood \$7.50, for pipe \$9.50. Instead of ball bearing hangers, blacksmiths will make either of the following for about \$1.00: 2 1/2"x6" eye bolts, 2 1/2"x4" rings, or 2 1/2"x8" eye bolts, 2 3/8"x2" eye bolts, 1 piece pipe 1"x24".

An old automobile tire suspended by a rope or chain makes a very good improvised



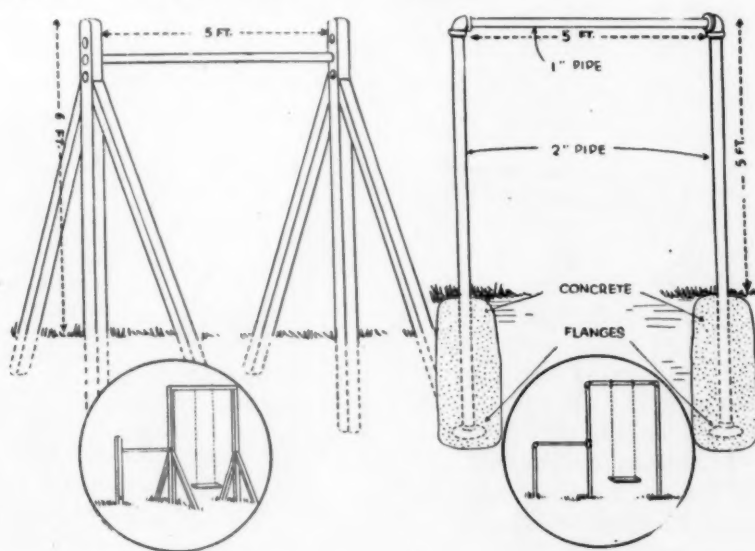
swing, and if hung about 3 feet from the ground also answers the purpose of a trapeze for small children.

Horizontal Bar

There is probably no piece of playground equipment which contributes so

materially toward the child's physical development as the horizontal bar. At the same time hanging by the arms and "chinning" are ideal for developing good posture.

Accompanying sketch illustrates wooden frame:



Material: 2 pieces 4" x 4" x 9', 4 pieces 2" x 4" x 6', 1 lb. No. 20 casing nails, 1 piece 1" pipe 5' 7" long, 2 $\frac{3}{8}$ " x 4" bolts. Approximate cost \$3.10.

Set posts 3 feet in ground. Bore 3 holes in each upright at height of 4 feet, 4½ feet and 5 feet respectively in order to allow for adjustment to growth of child.

Pipe should be drilled and kept bolted to uprights at all times. If 4" x 6" uprights are used, set in concrete, no braces are necessary.

Material for iron frame: 2 pieces 2" pipe 8', 1 piece 1" pipe 5', 2 elbows 1"x2", 2 2" flanges. Approximate cost \$5.63.

Set 3 feet in concrete. Have competent man do the work. Shavings or sand kept under the bar will add to safety for very young children.

By erecting bar in combination with swing frame, cost may be reduced by from one-third to one-half.

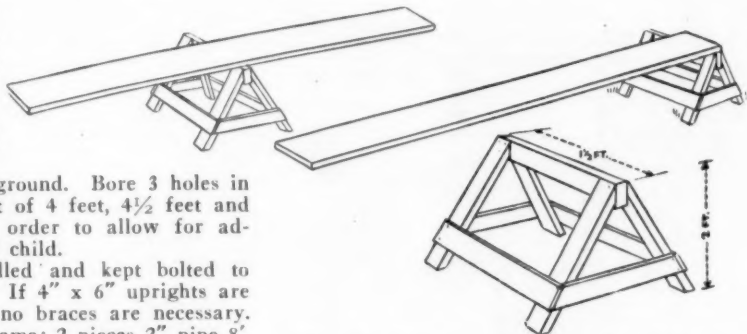
See-Saw

The see-saw or teeter is at the same time one of the safest and most fascinating pieces of play equipment. It has an added advantage in being one of the most inexpensive to construct. The fact that its use requires cooperation indicates that it teaches this most valuable quality.

Material: 1 piece 2"x10"x12' (clear), 1 piece 2"x4"x12', 1 piece 2"x6"x8', 1 lb. No. 16 casing nails. Approximate cost \$1.76.

There is a double advantage in building this with a movable base as indicated in the accompanying sketch. Any child will soon discover that by placing this base at one end of the plank an incline to run up and jump off or to stand upon and jounce is made.

Adjustment of the length on either side of the fulcrum will accommodate two per-



sons of varying weight. In this way father or mother may teeter with a child of any size.

Horizontal Ladder

Whether a person accepts the view of Darwin or of Bryan regarding the habits of our remote ancestors, the fact remains that children love to climb and to travel hanging by the arms.

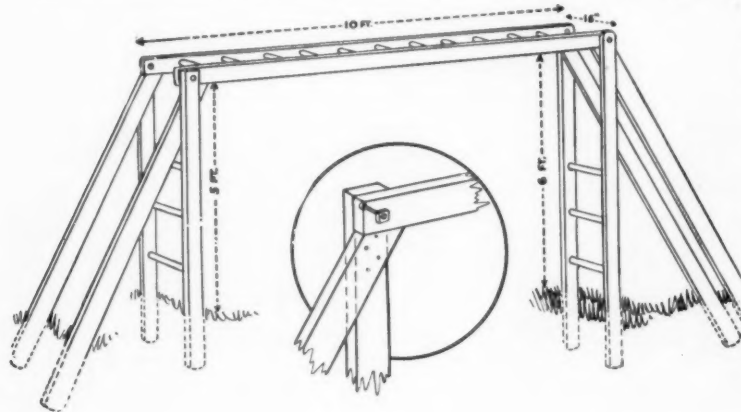
Not only is this a highly enjoyable form of play, but it is at the same time the best known method of counteracting the detrimental effects of the school desk and the customary sitting posture. Straight spines and square shoulders are developed through suspending the body from the arms better than by any other means.

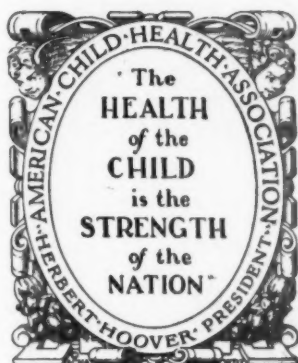
Hence, the value of the horizontal ladder as play equipment. This consists of a ladder suspended horizontally on two upright ladders, one 5 feet high and the other 6 feet in height as illustrated.

Material: 1 10' straight ladder, 2 pieces 2"x6"x8', and 2 pieces 2"x6"x9' (uprights), 4 pieces 2"x4"x10' (braces), 6 pieces $\frac{3}{4}$ " pipe 18" long, 1 lb. No. 16 casing nails, 4 carriage bolts $\frac{3}{8}$ " x 4". Cost approximately \$9.49.

Set uprights 3 feet in ground. Bore half way through uprights to insert $\frac{3}{4}$ " pipe at one-foot intervals. If necessary, use brace or tie bolt to keep uprights from spreading. Have reliable man do the work.

Shavings, sand or sawdust kept under the ladder will add to the safety, where there are very small children.





Child Health

CONDUCTED BY THE

American Child Health Association

ALICE FISHER LOOMIS, Editor

in co-operation with the professional Divisions of the Association

The Health of Your Child in High School

II

Physical Foundations of Success

BY ALICE FISHER LOOMIS

EACH boy and each girl in the high school presents a slightly different health problem from those of his fellows. No two are in exactly the same state of health; there is a great difference in habits between one and another; and varied home conditions are found—some helping, others hindering, the health aims of the school.

School health supervision—at first concerned only with the general aspects of the health program such as the control of contagious diseases and the provision of sanitary buildings and equipment—is now recognizing the health needs of the individual pupil. To determine these a physical examination is now generally regarded as a prime requisite.

The Health Examination

The first year in high school is likely to be one of especial strain for boys and girls. They are thrown more on their own responsibility and have to adjust themselves to a different type of school organization from the one they have just left. In addition, they are entering the period of adolescence with its surging interests and develop-

ing thought. Now, if ever, care should be taken to keep health at its best.

We all seem to be agreed that a yearly health examination is desirable for all of us, regardless of age, and the high school pupil is certainly no exception. How thorough and how frequent should be the physical examination given in the school, are questions for each community to decide for itself, but it may safely be said that the pupils will benefit more from a thorough and leisurely examination given once or twice during the high school years than they will from a more cursory type of examination given every year. In the intervening years the family physician should be allowed to go over them; or, if the family purse will not permit of this, the examination can be taken in a clinic.

Where the school health examination is thorough and permits of time to question the pupil on his health habits, one of the parents should make an effort to be present. If a correction is recommended it is very satisfactory to the parent, who must see it through, to get the doctor's reasons at first hand. The same is true where a change of habits is recommended. The

change may not be easy to effect; it may cause an upset of the family arrangements for which the elders must take responsibility. On the other hand, the practicing of the habit falls naturally on the boys and girls themselves and it is well at this age to place the responsibility for faithful performance squarely on them. Self direction here has a high educational value.

No normal adolescent is interested in health for health's sake, but he is intensely interested in being "fit" for the school games in which he is engaged, and if he is of the type that does not care for athletics there is still the adventure of life before him, in which he will not want to fail.

Exercise and Rest

Adolescence is a period of rapid growth and change. New powers and impulses are constantly demanding expression. Part of this abounding energy finds an outlet in the form of physical activities, such as active games and sports, which are a safety valve provided they are not pushed beyond the point of normal fatigue. Plenty of exercise in the open air indeed is as necessary to the health of the high school girl or boy as are long hours of sleep. Boys, unless so unfortunately circumstanced as to be obliged to be indoors all day, almost always engage in some form of physical activity, but many young girls are allowed, if not urged, at this period to give up the free out-of-door play to which they have been accustomed, and which is still so desirable for their full development. Fortunately the trend of our times is towards outdoor life and vigorous exercise, and towards the ideal of physical vigor for women as well as men. We are realizing that a girl may enjoy active exercise without suffering diminution of her feminine charm, and we like to think of charm as coming from health and happiness.

Here and there will be found the girl or boy who takes no interest in games but craves a quiet corner in the house and a book. This retiring habit may be due to a real preference for the world of thought, but sometimes also it is due to the shrinking of a sensitive nature from the give and take, the rough and tumble, of life. Im-

possible to lay down rules that will fit all children; allowance must be made for individual tastes and natures. Yet somehow that child should be got out into the sunshine, somehow persuaded to take part in active play among his fellows. The parents can find a way. It may be through reading material that will interest him in the wonders of growth or by finding outdoor pleasures off the beaten track that suit his particular taste. For the shrinking child, praise and encouragement are needed, and even such material bolstering for the spirit as will be found in an extra good tennis racket or a stunning sports outfit.

In seeking the psychological reasons for inertia it must not be forgotten that it may all the time be due to some physical defect, the correction of which would result in increased vitality.

While there are some who are too much addicted to sedentary pleasures, more young people are inclined to excess in their physical activities as in other things. There is a desire to prove their muscles and their endurance to the uttermost. Frederick Tracy, in his book "The Psychology of Adolescence," says, "Moderation, even in sports and games, is extremely hard to observe, and so the physical strength is overtaxed, leading to periods of reaction, with extreme lassitude and inertia. The nervous excitement and strain that belong to modern social life, especially in the great cities, with amusements that involve late hours, or literary pursuits carried on far into the night, impair the physical vigor at the very time in life when that vigor ought to be most carefully conserved."

Another authority,* writing on the reasons for insufficient sleep in childhood, says: "In imitation of their parents, children attend evening parties, they meet at their clubs after dinner and they go to theaters and movies at night. . . . Some children, girls more than boys, read books until late into the night. Others, boys more than girls, are possessed by the radio craze. Not satisfied with the program of their home town, they remain awake in order to 'tune in' on midnight concerts from far-distant

*Max and Grete Scham, "The Tired Child."

stations. Jimmy, while his mother was worrying about his health, had been listening to midnight concerts for six months without his mother ever suspecting it! Again, children reserve the late evening and the early morning hours for the study of their home lessons; others arise very early in order to practice the piano or violin before school."

Young people of 14 or 15 years of age should still have $9\frac{1}{2}$ hours sleep each night. This conclusion is the result of various investigations of the sleep habits of children and students, boys and girls, and is probably also the experience of every mother.

Hours in bed do not necessarily mean hours of sleep. It is not economically possible for every family to provide ideal conditions for undisturbed sleep. These would be a room alone, darkness or dimmed light, absence of noise, plenty of fresh air, and warm light covering. Nearly everyone, however, can see that young people are not kept awake by lights left burning, or awakened by unnecessary noise on the part of his elders when they retire—or before. As in the case of little children, a period of quietness and relaxation before retiring helps to induce sleep.

The planning of the day's schedule so that there may be periods of comparative quietness will go far in preventing extreme fatigue. Here the school day and the home day must be thought of as one. Many schools plan the pupils' programs with the definite purpose of arranging periods of study, recitation and physical exercise, so that activities demanding the same type of effort may be wisely distributed.

Working hand in hand with the school, the parents can see that the hours spent at home conserve the children's energies. Eating breakfast without haste is a good beginning for the day. The sense of hurry from which most of us suffer takes needlessly from the day's reserve of health and energy. But this leisurely breakfast will depend on how the evening hours were spent, whether the child had the requisite hours of sleep and rose refreshed, or had to be dragged up in order to get to school on time. One deviation from good habits almost inevitably leads to another. Regular

meal times, a time set for the homework that insures its being completed well before bedtime, and (for some children), a short rest lying down, either on coming home from school or before the evening meal,—all help young people to get through the day without undue fatigue.

Nutrition at Home and at School

Prominent among the habits that are partly formed in school are the good food habits. In science classes, in the home economics work, the young people get their facts about nutrition, but they practice their food habits in the school cafeteria, at the home table, at the corner drug store and in a variety of ways between meals.

How shall they be taught the practical application in their own lives of the science lessons and the nutrition work? How shall they learn to make the right choices of food? Not by a school cafeteria that is run for profit by a concessionaire; not even where it is run by the school itself in the interests of some special fund! The school cafeteria offers too great an educational opportunity to permit of its being exploited for commercial gain. The food provided should, of course, be wholesome and handled in a sanitary way, but the school lunch must do more for the pupils than offer them the makings of a well-balanced meal. It is not in nature for unguided youth to eat with discretion. In spite of instruction in the classroom boys and girls will be seen passing the milk, vegetables and fruit and filling their plates with sweets, pickles and weiners. The specialist in home economics of the U. S. Bureau of Education, speaking of her visits to high schools, said: "It would seem that after considerable time and money have been spent on teaching proper food habits and good selection of food, the school ought not to permit children to rush into the cafeteria eating an ice cream cone or some sweet. It would seem that there should be a definite plan by which students could march in orderly fashion into a cafeteria, where much psychology was used in the arrangement of food on the cafeteria counter.

"In one of my visits to a high school, my attention was especially attracted by a boy

about fourteen years of age, who weighed nearly two hundred pounds. He seemed enormous, as you might picture. I watched his tray. It was heaped with potatoes and gravy, a lovely pork chop, lots of bread and butter, cake and ice cream. I asked this youth whether he was going to select any vegetables or fruits. His reply was in the negative, and saying, 'I don't like vegetables,' he sat down and enjoyed his meal."

Schools have taken different ways of guiding pupils in their choices and training them in a preference for the right food. In some a "plate lunch" is offered which both gives the pupil a wholesome meal and trains him in selection. In others, a teacher checks the trays before the children take their seats. In still others the arrangement of the food on the counter is a help in selection, the salads having an early place and sweets and candy coming last when the tray is well filled. In some schools, indeed, the purchase of the latter is not permitted until the children have chosen the proper sandwich, salad, milk, etc.

Leisurely eating is as important at this age as in childhood, and has a double value—physical and mental. The habit of cramming food down in a hurry is a poor one; it taxes the digestion and if persisted in may lay the foundations of digestive troubles. But there are other—social—reasons for its discouragement. Mealtimes provide opportunities for boys and girls to meet in an informal way and learn to get along together. Many schools are consciously using the school cafeteria to encourage that social conduct which we call good manners. For this an attractive luncheon and enough time to linger a little are requisite.

At home the evening meal is often the only time in the twenty-four hours when the family is free to gather together, and it ought to be a bright spot in the day's program. A certain ritual helps to make it so; clean hands and faces, and in some families a change of dress; good fellowship and good temper brought to the table—quarrels barred; remaining at the table until all have finished, instead of leaving one by one as the individual meal is completed—all help to make it a pleasant family occasion.

Among the characteristics of adolescence is the tendency to run to extremes, and either intensely to like or dislike persons and things. As mothers well know, this immoderation extends to foods, and is often particularly evident in an excessive craving for sweets, destroying appetite for more wholesome food and tending to throw the digestive system out of order.

Every now and then some food fad springs up which has an unfortunate effect on health. Such for instance as the "go-without-breakfast" fad, which swept over the country and resulted in children coming to school fasting, to be quite exhausted before the morning was over. Among young girls of today the desire for extreme slenderness (perhaps now showing signs of waning) causes them sometimes to under-eat and especially to cut down too far on fats and starches. Eating little or nothing for breakfast is one of the forms their abstinence often takes, yet it is generally agreed among doctors and nutrition workers that an adequate breakfast, especially for young people who are still growing, is one of the health essentials.

As against these difficulties, the parent may take note of the fact that by the time a child reaches high school age he is able to grasp reasons for conduct and to see consequences even when they are not immediate. The time may have gone by for simply saying to him, "Eat your spinach," "Drink your milk" (though there will be plenty of occasions for this also), but he can be made to understand that he is building for the future; that the health habits prescribed for him have a greater significance than simply to keep him well. That he may despise, and with some justice, but he will not despise the thought that he is preparing himself to emulate some of the heroes of his imagination, whether in the athletic field or in the wider arena of the world.

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Safety

Conducted by the Education Division,
National Safety Council

Objectives and Achievements

A Brief Survey of the Safety Programs of Local Associations

BY MARION LAVERNE TELFORD

Field Secretary, National Safety Council



IMAGINE, if you please, a Parent-Teacher Association annual frolic in an elementary school; the parents—mostly mothers, since this is a daytime frolic—the teachers, and the children putting on a program for the amusement of themselves and their guests. The purpose of the frolic is that old and time-worn objective, “To raise money for the school.” Picture the building with a wide corridor straight through the center and classrooms on each side. The cloakrooms are between the classrooms and lead from the corridor toward the outside wall. They are about four and a half feet wide and sixteen feet long. Since this is an old school building, wainscoating comes up perhaps four feet from the floor, then there is a plaster surface, and at the end of the cloakroom, a window.

Now picture a teacher coming into this building with an inch-thick board, a bull’s eye, a “twenty-two” rifle and a generous supply of ammunition. She put the board over the end of the cloakroom wall and tacked the bull’s eye to the board. Out in the corridor she set up her rifle—and the shooting gallery opened for business! Nothing was put over the window. The playground is in use all day. Homes line the street opposite the school. No one knows where the four shots that went through the window finally lodged. No one knows, except the teacher, how many shots were fired into the target. An ap-

parently conservative estimate of fifteen hundred has been made. Now that the bull’s eye and its wooden background have been removed, one can see that these elementary school children were good shots. They hit so nearly in the same place that their bullets chewed a hole in the wainscoating through which one may touch the bricks of the outside wall.

You have been asked to imagine the above situation, but some of us have *seen* the bullet-riddled cloakroom wall. This incident actually occurred in a school situated in a city of the southwest. It is true that the principal of the building was not only out of the building, but out of the city. It is also true that the custodian tried to stop the event. (He was worried about the condition of the wall!) Yet the fact remains that such an event was part of a Parent-Teacher Association elementary school frolic. During the same afternoon, the children were given an opportunity to leave the building by the fire escape—for a penny! Is it not worthy of thought that leaving the building by the escape is so *unusual*, so thrilling, that children are willing to pay pennies for that purpose?

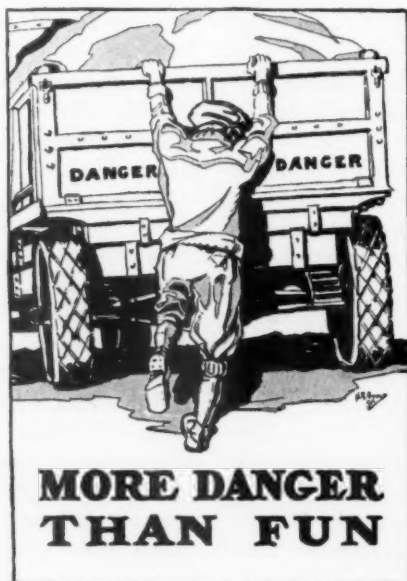
This story is given, not as a typical example of parent-teacher interest in child safety, but to indicate that *all* associations are not yet awake to their responsibility in regard to the school children. Occasionally an association encourages the hoarding of paper, again to raise money for the

school. Sometimes a cooking outfit is installed to provide hot lunches, without thought to the safety of those who use the lunch room, which may cause crowding into a basement which is not provided with adequate means of escape, and where the stove itself may be unsafe.

PERHAPS the first State Branch to issue a publication devoted to public safety was Delaware, which, in 1924, printed a leaflet entitled, *Accident Prevention*. This leaflet suggested that each association within the state devote a November meeting to safety, and that the associations sponsor safety programs in the schools with which they were connected. Attention was called to street, railroad, and agricultural hazards, to fires and explosives. The first bulletin was supplemented by a second, which contained photographs of various dangerous practices and was unique in its excellent presentation of rural material. In February, 1927, the *Bulletin of the Illinois Council of Parents and Teachers* suggested that an association in that state become active in the provision of playgrounds and give safety programs before the members. The state Congress offered the use of a packet of safety materials to those groups interested in the program of child safety. Minnesota gave a place to safety education on the program of its state-wide meeting held in Fergus Falls last fall. The group attending the meeting was comparatively small yet actively interested. Since that time the survey blanks of the National Congress of Parents and Teachers have been distributed and prizes offered to the association doing the most effective piece of work with them. Articles on safety have appeared in state bulletins.

Spurred on by the active interest of the National Congress in publishing *Safety Education—A Suggested Program of Cooperation for Parent-Teacher Associations*, by Dr. Albert B. Meredith, National Chairman of Safety Education, supplementary programs, and the survey blanks referred to above, various cities have become more and more interested in the problem of properly safeguarding school children. The steady increase in traffic accidents and fatalities has had much to do with this interest.

ATLANTA, Georgia, was one of the first cities to appoint a Safety Chairman for each association and to bring these chairmen together as a Council. This organization has been valuable in giving the Atlanta Safety Council and other organizations interested in the community safety program, a definite channel through which to reach the various units with those problems of paramount interest to schools and parents. It has been valuable within the Council in giving association members an opportunity to discuss their individual school problems. The Council Chairman has been able to consolidate and guide the safety activities of the entire group. For some time individual members had been telephoning police headquarters and asking that police officers be stationed at schools at dismissal time. The Police Department was faced with a request that it could not fill because of scarcity of officers and with other requests that seemed relatively unimportant. The Council made a survey of the entire situation and then, backed up by the various groups, said something like this to the police officials: "If you can't police all the schools, if only so many officers are available, they are needed most



at the following places: ————.” There are obvious advantages to such a method of procedure. The Safety Chairmen were also instrumental in the organization of Junior Safety Councils and patrols.

PARENT-TEACHER interest in safety is keen in Kansas City, Mo. For the current school year, the General Safety Chairman has recommended that Association Chairmen survey and list the temporary and permanent hazards of the school districts, such hazards to be indicated on a map hung in the Council offices. At the last meeting of the year a study will be made to determine how many of the hazards have been removed. Each association Chairman is requested to work in conjunction with the Kansas City Safety Council, especially during home inspection weeks, to encourage Junior Safety Councils and safety instruction in the schools, to establish an honor roll for those patrolmen who have exercised unusual judgment in the protection of small children and to devote an evening meeting to safety.

An interesting safety activity is now under consideration by an association at Fort Wayne, Ind. Many of the residents of that city feel the need of a detailed study of the local child-activity problem. It is proposed that the association cooperate with the schools and the local Safety Council in making such a study. Individual reports of accidents would be obtained by furnishing report cards to the schools. These cards would ask the following questions in somewhat greater detail than indicated here: Who was injured? When did the accident happen? Where did the accident happen? How did it happen? and, What kind of an injury resulted? Except in the case of death or a serious injury causing a long period of absence, the child involved in an accident would fill out the report. The reports of kindergarten and first grade children would be included. Each association Safety Chairman would then collect, analyze, and tabulate these monthly reports. It is suggested that one analysis should consider the age of the child and the type of the accident, and a second analysis

the grade of the injured child by the location where the accident occurred—in school building, on school grounds, going to and from school, or elsewhere. Such a study would be of great value.

THIS particular type of activity has been developed to still a greater degree in Evanston, Illinois, where parent-teacher association representatives are co-operating with the school safety division of the Evanston Safety Council. As an initial step in the development of the work in Evanston, the representatives from various schools were asked to fill out the Community and School Survey Blanks prepared by the Education Division of the National Safety Council and issued by the National Congress of Parents and Teachers. A compilation of the completed report indicated the weaknesses in the present program and suggested specific activities for the future. The group has already been able to secure the adoption of the Child Accident Report System. It will encourage the use of fire escapes during fire drills, work for standardization of school safety patrol practices and street markings near schools, urge the Superintendent to appoint a Safety Supervisor and assist in the distribution of material for teachers.

The above illustrations indicate general types of safety activities of parent-teacher associations. Association activities in cities which do not have local safety councils are similar to those in cities which do. It is regrettable that more information on individual programs is not as yet available. It is probably safe to say that general programs are as follows: preparation of reports on extent and cause of accidents, specific reports on cause and prevention of home accidents, securing safety speakers and films for school and association meetings, working for properly equipped and supervised playgrounds, working for provision of properly equipped school buildings, conferring with teachers to determine the safest routes for small children to follow to and from school, surveying community hazards, and co-operating in home inspection campaigns.



Book Auto—Hennepin County, Minnesota.

Books for the Country Child

BY JULIA WRIGHT MERRILL

*Specialist in Library Extension, American Library Association
National Chairman, Committee on Library Extension, N. C. P. T.*

"OUR rural boys and girls are now for the first time in their lives getting real opportunity for utilizing the wholesome and elevating influence of good books. This invaluable service is brought to them by the traveling library," writes the County Superintendent of Dauphin County, Pennsylvania. "Pupils become mentally more alert and responsive. The school takes on a new atmosphere."

The county librarian visits each rural school, in a book truck or an ordinary automobile, talks over book needs with the teacher, talks to the children about books and reading, and leaves a fresh collection adapted to that particular school. It will include books that make geography, history and other subjects seem live and real, books that stimulate the child's imagination and the great stories of all ages. The librarian will also send, as needed, helps for the teacher, suggestions for special programs,

material for debates. Besides books, she may supply magazines, pamphlets, pictures, even victrola records (for courses in musical appreciation).

Such county library service to the rural school is now being given in a steadily increasing number of counties. For no one small school can afford the wide variety of books needed by modern teaching methods. "Yet each day there arises in the schools need for some special live material which will not be found in the small school library," according to Assistant State Superintendent Stokes of Texas. "To meet this need in rural schools," she says, "the county library can be used advantageously."

Many county library movements have been initiated by county parent-teacher associations in order to give children in the county an equal chance with city children. Your national library extension chairman will tell you how to begin in your county.

Children and Their Parents

FIVE LESSONS PREPARED BY DOUGLAS A. THOM, M.D., *Chairman, Mental Hygiene Committee, N. C. P. T.*, and GEORGE K. PRATT, M.D., *Assistant Director, National Committee for Mental Hygiene*

OF ALL the obligations which mankind is called upon to fulfill, being a parent is by far the most important. It behooves all of us to think seriously and to act cautiously lest we spoil in the workshop, which we call the home, much valuable human material.

This course has been thoughtfully and carefully prepared for those who would be better informed regarding some of the fundamental principles of child training.

LESSON IV

Understanding and Managing Some Every Day Problems (continued). (1) Problems connected with *Fear*. (2) Problems connected with *Anger*.

Prepare yourself for an informed discussion by reading the following:

"Child Management," chapter on Fear, pages 12-15; also chapter on Anger, pages 15-18.

"Habit Training for Children," chapter on "Does your child have temper tantrums?"

"Formation of Life Patterns." (Re-read from first paragraph, page 3, to end of second paragraph on page 5.)*

QUESTIONS FOR OPEN DISCUSSION

Fear

- (A) When a mother and her child both are afraid of the same things, is the child's fear inherited? Why is it important for parents to dispel or at least mask their own fears?
- (B) In Lesson 1, the "Conditioned response" was discussed. Tell how a child may be "conditioned" to a fear of dogs or lightning.
- (C) Give an actual example of how the principle of the "conditioned response" might be utilized to rid a child of fear of the dark.
- (D) Explain how parental over-solicitude may create habitual fears of sickness in a child. Is there a relationship between such fears in childhood and "chronic nervous invalidism" in adult years?
- (E) Is all fear undesirable? Name three types of fear that are wise and wholesome if not carried to excess?
- (F) It is a fact well known to psychiatrists that some children who are chronically "nervous" give outward expression to fear, of one thing or another, in an effort to disguise the things they really are afraid of. Why should they feel it necessary to disguise the nature of their real fears? How would you deal with a problem in which a child professes to be afraid of entering a certain room (even in the day time)? Have you ever known of an instance where a child or an adult has unconsciously expressed a wish or desire in terms of a display

of fear? What do you think about the theory that certain fears (whether in children or adults) really represent disguised wishes? An over-worked mother in poor health, with two children and struggling to make ends meet, protests bitterly against the coming of a third child and grows irritable towards her husband. From the birth of the baby she displays an exaggerated solicitude towards it, and continually expresses a "fear" that it will be sickly and not grow up. She sees symptoms of fatal illness in every one of its trivial upsets and worries and fears constantly for its health. What may this woman's "fears" really represent? Are such feelings (conventionally frowned upon) very unusual and do they indicate a depraved or unnatural desire? Why are such "fears" in similar cases often followed by some form of "nervous breakdown"?

Anger

- (A) Like fear, anger has its rightful uses. Name at least three situations in a child's life when anger is justified. How may anger sometimes arise as a result of fear?
- (B) A temper tantrum is primarily an expression of anger which the child has discovered works out to his advantage. Why does it do so? Are most children of two years of age clever enough to sense that by deliberately "staging" a tantrum they can frighten or exasperate or embarrass mother so that she "gives

- in"? Why do tantrums always succeed in some families?
- (C) Every child and every adult possesses to some degree a determination to make the rest of the world aware of his existence. Do tantrums achieve this purpose? How?
- (D) Why do tantrums occur most frequently in the homes of nervous and high-strung, impatient mothers?
- (E) Describe at least two common disguises for tantrums (so-called "tantrum substitutes"). Why does the lowering of the child's physical or emotional resistance make tantrums easier to display?
- (F) Describe in detail a sensible and effective program for dealing with chronic tantrums.
- (G) So far as the child's future relations with others is concerned which is better, to express anger in the form of (1) temper tantrums quickly over with, or (2) sullen, restrained and "bottled-up" brooding? Why?

*For convenience and also to obtain the lowest quantity price, all of the pamphlets included in the required reading list have been collected together in a packet selling for 75 cents (post-paid) and obtainable from the National Committee for Mental Hygiene, 370 Seventh Avenue, New York City. In writing for this collection of pamphlets merely ask for "Packet 20" to be sent you.

The Round Table

CONDUCTED BY MARTHA SPRAGUE MASON

More and more parent-teacher associations in high schools are finding their true sphere of usefulness. Gradually an effective technic is being developed which is in some respects different from the technic which has been found successful in grade-school associations. The ROUND TABLE takes pleasure in broadcasting good high-school plans because leaders are asking for them. This is the month when next year's programs are in the making. The successful program which has just been completed at the Central High School in St. Paul, and is here described by Mrs. E. G. Quamme, 1556 Fairmount Avenue, St. Paul, Minnesota, may give some program committee just the inspiration and incentive needed for next year. Other high-school-association plans which have been helpful to parents, teachers and students will be gladly received.—M. S. M.

A High School Parent-Teacher Association at St. Paul Minn.

BY SADIE N. QUAMME

THE Parent-Teacher Association of Central High School, St. Paul, is closing a very successful year. Careful preparation is, perhaps, the main reason for excellent results accomplished.

Early last summer the president of the association called a carefully selected executive board to attend a meeting which took the form of a picnic at the summer home of one of the high school instructors. The principal of the high school came to the meeting. Many plans were suggested and the sociability and pleasure of the occasion stimulated fine teamwork which continued all through the year.

The association started out with a determination to increase the membership.

The annual dues of the association are fifty cents. Of this amount one-fifth is set aside for a Student Loan Fund. During the first week of school a folder setting forth the objectives of the association for the year was sent to every parent and teacher. Enclosed with each folder was an envelope for the membership fee, and on the outside of the envelope was a place for the name and address of the member. There are so many parents of high-school children who are already members of associations in grade schools that it is rather difficult to secure them as members for the high-school association. However, there are between three hundred and four hundred members, and they are active and interested.

The board decided that it was necessary to raise some money so it was decided to hold one—and only one—money-raising event. Consequently in November the association had a big Harvest Frolic. There was a dinner at six o'clock, dancing in the gymnasium, a candy and an art booth, and a program in the auditorium. Everybody had a good time. Students, teachers and parents had a splendid opportunity to play together. The financial returns were very satisfactory.

The program committee decided to build the programs for the monthly meetings around the "seven objectives of education" which had been selected by the Congress. A popular and much respected judge was invited to address the first meeting on "Useful Citizenship."

Two programs featured "Worthy Home Membership." At the first of these, under the subject, "Budgeting," the need of better management of finances, thrift in the use of time and money, and training in spending for things worth while were emphasized. At the second, a college professor spoke on "Training for Parenthood." Two representatives from every college in the city—and there are at least eight—were invited to this meeting. When the subject was opened for general discussion there was a very lively and interesting conference.

Under the general subject, "Sound Health," there were two programs, one on the "Relation of Posture to Health" and the other on "Some Aspects of Heredity in Relation to Health and Well Being."

In order to visualize as well as explain the "Wise Use of Leisure" the program committee invited the Student Council to take entire charge of one meeting at which they were to demonstrate to parents the value of the extra curricular activities of the high school. From seven to eight o'clock there were exhibits featuring almost every activity of the school. At eight o'clock a program was presented which consisted of a short playlet by the dramatic club, a selection from "Babes in Toyland" by the glee clubs, and music by the school band. The president of the Student Council gave a very impressive talk on the work

of the council, and the presidents of the Girls' League and the National Honor Society gave talks on the scope and plans of their respective societies. At the close of the program the Student Council president earnestly invited all present to become members of the parent-teacher association. More than thirteen hundred people attended the meeting.

The next meeting dealt with the general subject, "Vocational Effectiveness." The program was in charge of the "Business and Professional Men's Club" of the city. There were five speakers, each representing one vocation. In a fifteen minute address each told what in his estimation constitute the essential requisites of success in his particular vocation.

The final meeting of the year will be addressed by a pastor of one of the largest churches of the city. His subject will be "Ethical Character."

In addition to the program topic at each meeting there is one teacher, representing some department of the school, who is given fifteen minutes to explain "The Mastery of the Tools and Technique of Learning" as it applies to his or her department. The suggestion made by the representative of the English department led to a very excellent plan for enlarging the school library.

While the association's material accomplishments should not be overstressed, it may be interesting for the Round Table readers to know that since March, 1927, the association has purchased two pianos for the school, one for the "student activities" room and one for the gymnasium; has given financial help to "The World" and "The Times" (school publications), and to the school band in its organization period; has started a Student Loan Fund and given a one hundred dollar scholarship to a worthy student; has helped the stage force to purchase additional equipment, and has made possible other minor improvements which have meant much to the students.

Last year, Dean Kelly of the University of Minnesota, in an address to the association, called attention to the rising cost of keeping children in high school. He suggested that possibly there might come a

time when these rising costs would have an unfortunate effect. A committee was appointed to study methods of guarding against these possible effects. It has taken some time to make plans but at present groups of girls from the four classes are registering with the Dean of Girls to plan their next year's clothing outfit. They will be directed in this project by the urban demonstration worker; they will go shopping with her and finally, if they decide to make their own clothes, they will be given assistance in designing and cutting and fitting them. The association hopes to be able to create interest by securing prizes for those who show the greatest ability in selecting and planning clothes that will cost no more than the girls can afford to spend. If the project succeeds there will be an exhibit of the clothing made at the first association meeting in the fall.

To arouse interest on the part of the boys as well as girls in the art of spending wisely, the committee has arranged with three banks that will co-operate by giving prizes to students in each of the three classes, freshman, junior and sophomore, who make out the best budgets for the expenditure of whatever amount is now being spent for them by their parents.

The president of the association and the principal of the high school were sent to the

state convention as delegates. The monthly meetings of the association have been well attended and there is manifest the most wonderful spirit of fellowship among parents, teachers and students.

As a result of the suggestion of one of the members of the executive board, the St. Paul Parent-Teacher Council was encouraged to hold a high-school parent-teacher conference dinner. Every high school principal in the city was present and addressed the meeting on some subject in which he felt the parent-teacher associations might be actively interested. This conference was very successful and led to another similar conference for the junior-high school parent-teacher associations of the city. In both cases there were some very direct results that will be most valuable.

Until this year it has seemed to be more difficult to keep up interest in high school associations than in associations of any other type. Now it can be truly said that every high school association in St. Paul is in a thriving condition, and those most interested in their success feel very optimistic about the future. The seven objectives selected by the Congress lend themselves very admirably to interesting and helpful programs and have made it possible to build up the right kind of interest.



At "Hanahauli," the School of Joyful Work, Honolulu, Hawaii.

EDITORIAL

THE qualities of good citizenship are so simple and so fundamental that they are recognized the world over. They are, roughly speaking, Honesty, Purity, Respect for life and for helplessness, Respect for property, Loyalty, Courage.

There is probably no mother who would not stoutly maintain that these are the qualities which she is trying to establish in her child, but when you ask her if she is also trying to teach him how to be a good citizen, she is quite likely to say "Oh he is too young for that; that will come later." And then, because she doesn't realize the connection, she falls into one or more of the following groups of thoughtless mothers: There are some who, sending their children to take a street car give them the correct fare for their age but say: "Now don't give this much to the conductor unless he makes you. You are so small he may think you're only half fare age." The same mothers are those who tell their children to "get down and play on the floor" in a Pullman train so the conductor won't charge anything for "such little ones." There are mothers who teach their children gambling by means of raffling or selling chances on things, generally for a cause so good that it seems wrong, somehow, to refuse to help. There are mothers who think that the misfortunes of others are funny and who laugh at a grotesquely deformed person, a helplessly infirm one or one of another race. There are even those who enjoy seeing a horse beaten or a dog mistreated.

Some mothers tell suggestive or smutty stories before their children, excusing their action, when reminded that they should not hear such things, by an airy "Oh, it goes right over their heads, they're so young." Not the least offending mother is she who feels competent to decide which laws are to be obeyed and which ones disregarded. If she drives a car above the legal speed limit she says "they're too strict here any

way; it's only a speed trap." If her son wants to and is able to drive a car at twelve, she decides that the state law is absurd in prohibiting a minor's driving before sixteen and lets him do it. If her son is pledged to join an exclusive high school fraternity she encourages his doing it on the ground that he is old enough to decide for himself. If she wants to serve cocktails at her dinner parties she protests against what she calls "sumptuary laws."

There is the mother who sees no harm in breaking windows unless she has to pay for them; whose only objection to trampling neighbors' flower beds and picking the flowers is that she will suffer social displeasure and who encourages her children to dig up plants from the garden of an empty house to be transplanted to her own garden.

Some mothers do their children's arithmetic problems, providing them with the answers, to be used in school, and some take their children out of school for trivial reasons and write untruthful notes of excuse for them.

It is not difficult to analyze the character difficulties in the future of all these children, nor to predict what kind of citizens they will become unless the school and church and state intervene.

The lawbreakers, the bootleggers, gamblers, prostitutes and thieves that injure and degrade our society may well have been these little ones whose mothers ran raffles, made false excuses, told ribald stories, mistreated their servants or disregarded the speed laws.

Patriotism and good citizenship are taught not entirely by the salute to the flag and learning the Constitution but by the daily living of such ideals as honesty, purity, loyalty, kindness and truthfulness. By these shall we teach our children to become citizens of a high order, fit to rule a great nation.

M. L. L.

Study Groups *for* Summer Days

BY GRACE E. CRUM

Chairman, Study Circle Committee



LIFE is a changing process and change is the law of growth. An individual finds difficulty in remaining stationary, mentally. He is inclined either to advance or go backward. We parents during the winter, have been busy with Congress activities and study groups, and have felt the beneficial results of contact with other minds. With the conclusion of these duties and the coming of the children's vacation, perhaps we have been planning a rest. But why cease growing? A rest may mean mental stagnation. Why not invite into your home, once a week, five or six neighbors, and organize yourselves into an informal study group?

The children have looked forward gleefully to vacation days but after the first couple of weeks in which they have run the gamut of things stored up to do, time begins to lag, and the question is frequent, "Mother, what shall I do?" It is then, perhaps, that Buddy begins to chase Bobby around the table and Maxine joins in the

race just to add confusion to the general excitement. At such a time, mother feels the need of meeting such situations more than in the winter when the children are adapted to the regular routine of home and school work. Why not invite the kiddies to your meeting, and allow them to play in the back yard, under the supervision of an older child, while you discuss problems of common interest? How the children would enjoy an afternoon together and the serving of light refreshments! Nursery school methods could be adopted. They could do all the work, planning and serving the lunch, and washing the dishes, afterward.

You may prefer to meet in your city park. This would give you the benefit of the great out-of-doors and the playground equipment would provide activities for the children. A group of mothers, two years ago, met for study in Golden Gate Park, San Francisco. The meetings were a success. Perhaps the place chosen was one of the factors of success. Your plans may be to spend a part of your summer at the sea shore or in the mountains. The study circle could profitably follow. A few seasons ago, a parent-teacher worker spent two weeks at Big Basin, California. At the evening's entertainment, she had the chairman announce that she would like to meet all parent-teacher members and others interested in child study. The result was that she conducted a discussion group, each afternoon, while the children played in happy content under the famous Big Trees.

Another interested leader with her small sons, spent some time last summer, camping at Calistoga, California, the region of geysers. Within a short time, she had a group of a half dozen mothers, reading in turn, and discussing Dorothy Canfield Fisher's "Mothers and Children." The children did the camp cooking. This they loved to do for they could poach eggs, heat

canned goods, and wash the dishes in the boiling geyser water.

The mothers decided that group discussion is more profitable than idling one's time, or reading foolish novels, or talking about one's neighbors. Their recreation had in reality become their re-creation.

You may be convinced that you would like to organize a summer group but your question is, "What material shall we use as a basis for our study?" Your local librarian will be glad to help you decide this question. You may, if you prefer, base your discussion upon two questions to be answered by the class; "What are my faults as a parent?" and, "What are my most difficult problems in child training?" The members may hand in their answers unsigned to the leader. These questions and answers will provide enough material for your course. In a discussion of parental faults and problems, the pooling of the experiences of the group will bring out much that is helpful. This method reduces reading for the course to the minimum.

In looking about for material we should always remember our own CHILD WELFARE MAGAZINE. In the March number, 1928, page 336, there appears the following announcement, "The study outlines, which appeared last year in CHILD WELFARE, based on 'Wholesome Childhood,' by Groves and Groves, 'The Problems of Childhood,' by Angelo Patri, and 'Mothers and Children,' by Dorothy Canfield Fisher, may still be secured from the magazine office. They are in usable, mimeographed form—20 cents a set—60 cents for all three." The outlines of this year based on "Parenthood and the New Psychology," by Frank Howard Richardson, "The Training of Children in the Christian Family," by Dr. Weigle and "Training the Toddler," by Elizabeth Cleveland, are now available at the magazine office. "The Child: His Nature and His Needs" is a text still used by many. Study outlines for it may be obtained from the national office. Some of the above study programs may appeal to you.

In suggesting material for study, one must not overlook the five lessons, "Chil-

dren and Their Parents," by Dr. Douglas Thom and George K. Pratt, now appearing in CHILD WELFARE. The reading references for this course are ten pamphlets, known as packet No. 20, obtainable from the National Committee for Mental Hygiene. See pages 325-326 in CHILD WELFARE, March number, for foreword, suggestions, and titles of the five lessons. One cannot help but profit from a discussion of the questions based on the pamphlets. The questions are designed to stimulate thought and to bring out the main points of the lesson. "The Everyday Problems of the Everyday Child," by Dr. D. A. Thom, is one of the books of the course, recommended but not required. Among recent publications, this is one of the most helpful books that can be found for the everyday parent. The world is full of everyday parents trying to solve the everyday problems of their everyday children. Some problems will bring their own solution if we give a little thought to them during these summer days. You may be contemplating organizing a study group for next winter. Now is the time to interest your friends and to lay your plans for next year's work. "Years wrinkle the skin, but to give up enthusiasm wrinkles the soul." Let it not be said of us that we are lacking in enthusiasm for the privilege of parenthood.

REFERENCES

Wholesome Childhood, by Groves and Groves, Houghton Mifflin Co., N. Y. Price \$1.75.

The Problems of Childhood, by Angelo Patri, D. Appleton and Co., N. Y. Price \$2.00.

Parenthood and the Newer Psychology, by Frank Howard Richardson, G. P. Putnam's Sons, N. Y. \$1.75.

The Training of Children in the Christian Family, by Dr. Weigle, The Pilgrim Press, 19 South La Salle St., Chicago, Ill. Price \$1.50.

Training the Toddler, by Elizabeth Cleveland, J. B. Lippincott Co., Philadelphia, Pa. Price \$2.00.

Mother and Children, by Dorothy Canfield Fisher, Henry Holt & Co., N. Y. Price \$1.90.

The Child: His Nature and His Needs, Children's Foundation, Valparaiso, Indiana. Price \$1.00.

Packet No. 20. The National Committee for Mental Hygiene, 370 Seventh Ave., N. Y. Price 75 cents.

The Everyday Problems of the Everyday Child, by Dr. D. A. Thom, D. Appleton and Co., N. Y. Price \$2.50.

Study Program I

This is the tenth of a series of outlines based on

PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

REVIEW

CHAPTER XII—EVERYDAY PSYCHOLOGY—
HOW IT CAN HELP FATHERS AND MOTHERS

QUESTIONS

1. Review the outstanding portions of the text. What is the newer Psychology? See study program I. (October issue)

2. Do we have in mind some of the terms of psychology? What is a fixation? See page 9. Define the conscious and the unconscious mind. Page 35; Define rationalization. Pages 49-54. Define identification. Page 68-70. What is a complex? Pages 12, 86. See also study program IV. Define phantasy; extrovert; introvert. See study program V. Define discipline. See study program VII.

3. "Old-fashioned religion, modern child study, Grandma's good old common sense—we need all these, and in an ever fuller measure, but the newer psychology has a way of fitting all these into one composite whole." Do we not so agree?

4. How has the text helped you in your problems of child training? (To leader—Ask each member to hand in a written answer to this question. Will you please mail same to the author of these study programs? Thanks!)

Text—Parenthood and the Newer Psychology by Dr. Frank Howard Richardson, G. P. Putnam's Sons, New York, N. Y. Price \$1.75.

Study Program II

This is the tenth of a series of outlines based on

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

BY LUTHER ALLAN WEIGLE

CHAPTER XIII—THE CHILD AND THE
CHURCH

"The call to religion is not a call to be better than your fellows, but to be better than yourself."—H. W. Beecher.

QUESTIONS

1. What is "the Church?" Page 205. In the Christian education of children, which is of primary importance, the home or the church? Pages 205-206.

THE DEDICATION OF THE CHILD TO GOD:
CHURCH MEMBERSHIP

1. What influence is brought to bear

upon the parent when he binds himself to bring up his child in God's way? Pages 206-207.

2. At what age do you think children have sufficient discretion and feeling of responsibility to assume church vows for themselves? Pages 207-211; 219-221.

3. "Children should be made to feel that they belong to the church, and that it belongs to them." Do we help to bring this to pass as much as we should? If we do not, what is the fundamental reason? Page 208.

THE CHURCH SCHOOL

1. "Education without religion will become in time a menace to the future of America." Discuss the responsibility this throws upon the church and the home. Pages 211-212.

2. Name reasons why the traditional Sunday School could not fulfill its educational function. Pages 212-213. What is the program and aim of the present day "church school"? Pages 213-215. What part ought we as parents to take in church school? Page 215.

CHURCH ATTENDANCE

1. "The whole family, parents and children, should attend church together and sit together." In order to bring this to pass, shall we not have to work a reformation in many homes? Pages 215-217.

GRADED SOCIAL SERVICE AND MISSIONARY EDUCATION: THE CHURCH AS A SOCIAL CENTER

1. What benefit does the child receive in sharing in the benevolent enterprises of the church? Pages 217-218. Why is it best that the child give from his own earnings or allowance, rather than from a sum given him by his parents? Pages 218-219.

2. "The time has come when the church has to compete with commercialized amusements, public dance halls, for the souls of its young people." In view of this fact, what sort of a program should the church

carry out in order to maintain itself as a social center for young people? Pages 221-222.

"FOR INVESTIGATION AND DISCUSSION."

See page 223.

"FOR REFERENCE AND FURTHER READING."

See page 224.

REFERENCE

Dr. Richardson's "Parenthood and the Newer Psychology." See Study Program I, this issue. Text—The Training of Children in the Christian Family by A. W. Weigle, The Pilgrim Press, Chicago, Ill. Price \$1.50.

SUPPLEMENTARY

The Problems of Childhood, by Angelo Patri.

"GO AND COME." Page 157.

To be read in class. This article throws light on the fact why some children do not care to go to Sunday School.

"LAZY PARENTS." Page 299.

To be read in class. If we believe that "children should go regularly to church and Sunday school," we must remember that "example always has been the best teacher."

Note to leader—Ask each member to write out a reply to this question, "How has this text helped you in your problems of child training?" Will you please mail these answers to the author of these study programs?

Dr. Bird Thomas Baldwin

ON the moment of going to press, word has been received of the sudden death of Dr. Bird T. Baldwin, Manager of the Bureau of Child Development in the National Congress of Parents and Teachers. This sad news will come as a great shock to these who less than a month ago were with him at the Cleveland Convention and enjoyed his splendid leadership of the conference on Child Development.

For seven years Dr. Baldwin has given generously of his great abilities to the Congress, and his loss will be profoundly felt, both by the organization which has gained much by his knowledge and experience and by those who have been privileged to work with him personally and have been enriched by contact with his deep understanding of childhood and his love for it.

M. W. R.



Out Among the Branches



HOW PUBLICITY HELPS

MRS. MERRIMAN SMITH OF BLUEFIELD WRITES:
DEAR EDITOR:

You were so complimentary about our Editorial that it inspired me to blossom forth with utterance. I sent this little squib to the Sunday paper, hoping to excite a little more interest in the other schools that were not showing the proper amount of concern for the Drive. We are sold to the idea completely, consequently we have put out our best efforts to get West Virginia nearer the top ranks. Am sending fifteen subscriptions today.

FAIRVIEW LEADS DRIVE FOR SCHOOL MAGAZINE

"Competition and interest continues in the contest for subscriptions to the CHILD WELFARE MAGAZINE.

It behooves parents and teachers of Bluefield to do everything in their power during the next two weeks in order to put West Virginia higher in the list among the other states of the union. At present West Virginia stands fortieth among all the states.

All of the schools of the city are competing for the largest number of subscriptions to the CHILD WELFARE MAGAZINE. At the close of the week with the campaign half over the Fairview school leads in number of subscriptions.

For the welfare of the future citizenship of West Virginia the interest in our schools should not abate and there is no other organization which fosters the child's welfare as does the Parent-Teacher Association and with the dissemination of their monthly magazine in the homes, the school children of our state derive the benefit.

Every home interested in the uplift, proper training and welfare of the child should subscribe to and read the magazine.

The magazine is not published for profit, contains no advertisements but consists entirely of good, wholesome articles pertaining to the parent, teacher and child.

Let Bluefield do her part in placing West Virginia in the top ranks among the states for the future citizenship of state and nation!

The subscription contest ends on March 31, 1928. Why not subscribe now?"

And here follows the Editorial which so encouraged Mrs. Smith. The CHILD WELFARE MAGAZINE desires to express to the editor of SUNSET NEWS its hearty thanks for its co-operation in the cause of parental education.

AN EDITORIAL—CHILD WELFARE DRIVE ON

Bluefield, West Virginia

The *Sunset News* is not interested in the matter of boosting the circulation of any pub-

lication other than the *Sunset News*, except as it believes wider publication of the publication in question would promote the public weal. The *Sunset News*, however, is deeply interested in the matter of child welfare, and, if increased circulation for the CHILD WELFARE MAGAZINE will contribute to the welfare of the children of the community, then we would like to see this magazine gain entrance to every home in this section. It is the testimony of the Hon. John J. Tigert, Federal commissioner of education, that one of the most potent influences in the interest of education today is to be found in the movement initiated by parents to create a better understanding between the home and the school and to awaken in parents a desire to study their problems in the light of scientific information as well as to take their legitimate part in the education of their children.

The Parent-Teacher Association is doing a splendid work in the interest of child welfare. The CHILD WELFARE MAGAZINE is the official publication of the National Congress of Parents and Teachers, and in no other publication can there be found anything like the mass of information as to the activities of the Congress that is contained in the CHILD WELFARE MAGAZINE. This publication was not launched for the purpose of making money for its promoters, but simply to disseminate information that will be helpful in promoting child welfare through more enlightened educational methods.

A drive has been launched in West Virginia to place this state in the top ranks of states in the matter of subscriptions to the official organ of the National Congress of Parents and Teachers. It was not launched in the interest of the magazine itself, for the magazine publishers did not launch it. It is solely in the interest of parents and teachers. The magazine publishers did consent to an arrangement whereby the Parent-Teacher groups securing subscriptions for it would be allowed to keep for the local treasuries 20 per cent of the subscription price.

The states of the union are divided into three groups, according to the number of subscribers in each state. West Virginia's present standing is no better than twelfth in class C, the third class. As there are thirteen states in Class A and fifteen in Class B, West Virginia really stands no better than fortieth among all the states of the union. An effort is to be made not only to put West Virginia ahead of all states in class C, but to lift her out of that class entirely and put her in Class A, as near the head of the class as possible. The *Sunset News* cannot refrain from voicing the hope that the effort will be rewarded with the success it deserves.

Success in School and Success in Life

Do you realize that your child's progress in school is determining the limits of his future income? Startling as it may sound, this is the plain lesson of the newer research applied to business.

By an exhaustive investigation, the head of the Bell Telephone System demonstrated recently that, in that great organization, the ones who had led in their studies were usually those whose incomes rose the most and the fastest.

Some day your child will leave school and knock at the door of industry. He will take, as his chief credential, his record in his studies. This record will be his ticket of admission to opportunity.

Your child deserves the decisive advantage of having in his own home America's most effective aid to his education—

It is in their homes chiefly that children acquire the will to learn—the first essential to success in school. If they are provided also with the best sources for answering their questions, progress is certain.

THE LINCOLN LIBRARY OF ESSENTIAL INFORMATION



12

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For Every Member of the Family

Yet The Lincoln Library is not a book exclusively for those in school. It is rapidly taking its place as the standard textbook for the millions who believe education should last as long as life. For every member of the family, it is proving a bureau of necessary information.

"I do not wonder that it has been highly recommended by so many competent authorities as heads of colleges and universities," writes Cardinal O'Connell, Archbishop of Boston.

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Says former Governor Henry J. Allen of Kansas, "We have never seen contained in one work a wider array of practical information on subjects that are fundamental."

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National Office Notes

BY FLORENCE V. WATKINS

A splendid discussion of "Spiritual Training for Children" is now ready for distribution. Dr. Luther A. Weigle, who has recently become Dean of Yale Divinity School, was the chairman under whose leadership the leaflet was prepared. In its preparation Jew, Catholic, and Protestant co-operated so the product will be acceptable to all three faiths. Local parent-teacher groups could well devote one or more meetings to a study of this excellent publication. The leaflet will only be sent in response to a specific request for it. Order a copy from your state distributing center or from the National Congress of Parent and Teachers, 1201 16th St., N. W., Washington, D. C. To non-members of Congress units the price is 10 cents per copy. Such orders should be sent to the Washington address.

New members of the Congress will be especially interested in the new form of parent-teacher emblem now on sale at the National Office. This new one, designed especially for men, is a button of small size but an exact duplication of the larger one. The small emblems sell for 75 cents each, in the rolled gold.

For the women members who have for sometime been pleading for a smaller emblem, a pin is now available which is the same size as the button and at the same price. Only members of the State and National Congresses are entitled to wear the official emblem.

Did you notice the advertisement of the past-president's pin in the April Issue of the CHILD WELFARE MAGAZINE? Since the publication of that advertisement several members have written to the National Office to inquire whether the pin was planned for past-presidents of State, council, or local groups. The answer is, "the past-president's pin is for *any* past-president." If one is past-president of a State, the name of the State could be engraved on the bar; if past-president of a council, the name of the council could be used; if a local president, the name of the local association. The price is \$4 plus 5 cents for each letter ordered engraved on the bar. These should be ordered from the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C.

Those who are interested in rural problems will be pleased to know that the Report of the Rural Conference held in Washington last September are now available. The Conference considered the Seven Cardinal Objectives in Education as they relate to the problems of rural life. Before the material is put into more permanent form it is hoped that constructive suggestions will be received by the Bureau of Rural Life from anyone interested in the development of rural units of the National Congress of Parents and Teachers. The price is 5 cents each or 6 copies for 25 cents.

Some of the states which are struggling with the problems of the distribution of National and state literature to local associations may be interested in the plan worked out by the acting literature chairman of Oklahoma. Whenever a request comes to her office for information on organizing a parent-teacher association, copies of the leaflets *How to Organize*, *Reasons*, *History*, local order blanks, and *CHILD WELFARE MAGAZINE* blanks are enclosed in a 3 inch by 6 inch envelope. On the outside of the envelope is printed or typed:

NOTICE!

"This small packet contains only a few of the leaflets of the National Congress of Parents and Teachers. When your unit has organized and sent in dues, a supply of the literature including a HANDBOOK, intended for each unit in membership, will be sent to you for the use of your officers and committees. Annual dues are 25 cents per member and should be sent to the state treasurer, MRS. JOHN R. BURNS, 1502 E. 4th Street, Okmulgee, Oklahoma."

When the Oklahoma Education Association held its meeting similar packets were handed to each school superintendent, principal, and teacher. Such procedure makes certain that each leader of a school unit into whose hands the small packet falls will be informed on the next step to be taken by an organized local.

What fun it would be to turn the years back and be a girl or a boy again! Imagine tidily wink golf! Doesn't it sound fascinating? Men and women who can't turn the years back will enjoy this game (Bulletin No. 1800). Bulletin No. 1799 describes "a party for boys." Bulletin No. 1798 gives the classification of bulletins of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Why not write for these today? All are prepared by the organization mentioned.

It would be of untold use if every time a local, county, district or state group issued a publication, one could find somewhere the name of the town and the state. Often the town is named but not the state. Recently a splendid book-list was received at the National Office. On the cover one read that it was issued by the City Council of Parent-Teacher Associations. No state was named, and as the postal guide gave some five states with cities of the same name there was no way of deciding which city had printed this excellent leaflet. Even the stamp on the containing envelope was blurred so it could not be read. Could the National Office have known where the list was issued it would have been most helpful, both for filing and for reference.

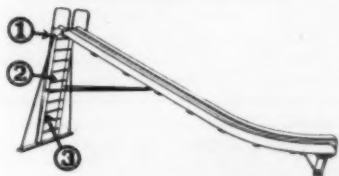


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INDEPENDENCE DAY PROGRAMS

This new and extensive compilation of Fourth of July material, just prepared by the Playground and Recreation Association of America, contains practical as well as "safe and sane" suggestions garnered from successful celebrations arranged by communities throughout the country. Special reference to Parent-Teacher programs is made.

A description of events making up recent celebrations in Milwaukee, Boston, Evanston, Ill., and other cities, as well as in rural towns, is given in detail. The organization and publicity for a community Fourth are also considered. There is a bibliography of available printed material on dramatics, games, music and other recreations suitable for the day. The pamphlet may be obtained from the Association at 315 Fourth Avenue, New York, for ten cents.

ASK MRS. HOBBS

The approach of summer awakens interest in plays, festivals and pageants for outdoor production, particularly for Memorial Day, Commencement and July Fourth and for the special days on the playground. Does your group plan to do something along this line? First aid may be secured from Mrs. Mabel Foote Hobbs, drama consultant of the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, who is glad to recommend suitable plays and pageants and to give suggestions on lighting, costuming, etc., which are especially valuable to the community without a trained dramatic director.

Mrs. Hobbs will be interested to hear of your achievements and aspirations in drama. She answers several hundred letters a month, many of them coming from schools, churches and Parent-Teacher Associations. One of the founders of the children's theatre and educational dramatic movements, she is an authority on dramatics for children and 'teen-age boys and girls.

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Editor's Note

Because of the pressure of material, some of the articles promised for June have necessarily been held for the next issue.

This will be a double number, and in addition to reports from the great Cleveland meeting and timely articles, it will contain valuable helps for planning the programs for 1928-29, the recommendations from the Round Tables, the 1928 Resolutions, and letters from newly-appointed Chairmen of Committees.

In the year opening with the September number there will be a section devoted to rural interests, an enlarged department for the special state activities, and many other new features.

The Directory this month is necessarily incomplete as it went to press immediately following the elections. A complete version will appear in July.